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1 June 04

From: Director, College of Continuing Education, Training and Education Command
To: Distribution List

Subj: **STANDING OPERATING PROCEDURES FOR THE COLLEGE OF CONTINUING EDUCATION
(CCE SOP)**

Ref: (a) CJCSI 1800.01
(b) MCO 1553.4
(c) USMC Courseware Development Technical Manual
(d) CCE Interactive Multimedia Instruction (IMI) Style Guide
(e) NAVAIR: Marine Corps Distance Learning Program, MarineNet - MCIAIS, Interface Control Document (ICD) dtd 24 April '02
(f) MarineNet Learning Management System: Standard Operating Procedures (SOP) for Electronic Testing, dtd July '03
(g) MarineNet Learning Management System: Training Managers Guide dtd Mar '03
(h) Marine Corps University Foundation (MCUF): Standard Operating Procedures
(i) TECOM Policy Ltr 1-04

Encl: (1) Locator Sheet

1. PURPOSE. To document CCE internal policies and, where necessary, general procedures as a reference to guide the conduct of day-to-day CCE operations. The CCE SOP serves as the link between higher headquarters directives and the billet turnover files of each member of the CCE. It is not intended to restate or replace either turnover files or senior orders and directives.

2. BACKGROUND. The CCE was established to improve the quality of distance learning (DL) programs across the Marine Corps. The CCE works closely with Marine Corps University (MCU), Training Command, and the Marine Corps Institute (MCI) to develop a comprehensive set of DL products and programs to meet the needs of our customers. The CCE is the Service-level advocate and resource sponsor for all Marine Corps DL programs.

The CCE provides dynamic, innovative programs that strive to ensure that all Marines who require training or can not attend the Marine Corps University's (MCU's) resident PME courses still receive the best possible education the Marine Corps can provide. The CCE SOP ensures that all members of the CCE staff are focused on that objective.

3. ACTION. This SOP supersedes the CCE SOP dated 20 June 00. All members of the CCE, and contracted personnel in support of the CCE, will review this SOP and use it to guide them in the execution of assigned responsibilities.

4. RECOMMENDATIONS. Recommendations concerning the contents of this directive are invited. Such recommendations shall be forwarded to the Director, CCE via the CCE Operations Officer.

5. CERTIFICATION. Reviewed and approved this date.

T. K. KERRIGAN

Distribution List:

CG, TECOM

CG, TRNGCOM

President, Marine Corps University

Dir, Marine Corps Institute

Dir, Command and Staff College

Dir, Expeditionary Warfare School

President, Computing Technologies Inc.

THE CCE SOP

LOCATOR SHEET

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(CCE SOP)**

Location:

(Indicate the location(s) of the copy (ies) of this document)

ENCLOSURE (1)

THE CCE SOP

RECORD OF CHANGES

Log completed change action as indicated.

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THE CCE SOP

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CHAPTER 1

INSTITUTIONAL PURPOSE

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CHAPTER 1

INSTITUTIONAL PURPOSE

1001. CCE INSTITUTIONAL PURPOSE. The College of Continuing Education (CCE) manages Distance Learning (DL) products and programs that are designed to fill critical training, education, and job performance deficiencies and provide significant enhancements that improve the effectiveness and efficiency of learning across the Training and Education Continuum. By using sound and proven pedagogical practices and methodologies and by capitalizing on advances in technology, the CCE provides distance education and training opportunities to Marines that close the gap between resident and distance education.

The CCE DL programs are delivered through various methods, including paper-based correspondence courses, e-learning courses delivered via the Web or CDROM, professional military education (PME) seminars, books, and video teletraining (VTT) courses delivered via the Marine Corps Satellite Education Network (MCSEN). By translating its institutional purpose to course delivery and student support, the CCE has found that DL programs and their enhancements have resulted in improved student participation and in a higher number of graduates.

1002. CCE MISSION STATEMENT. The mission of the College of Continuing Education is as follows:

"Design, develop, deliver, evaluate, and manage distance learning products and programs across the Marine Corps Training and Education Continuum in order to increase operational readiness."

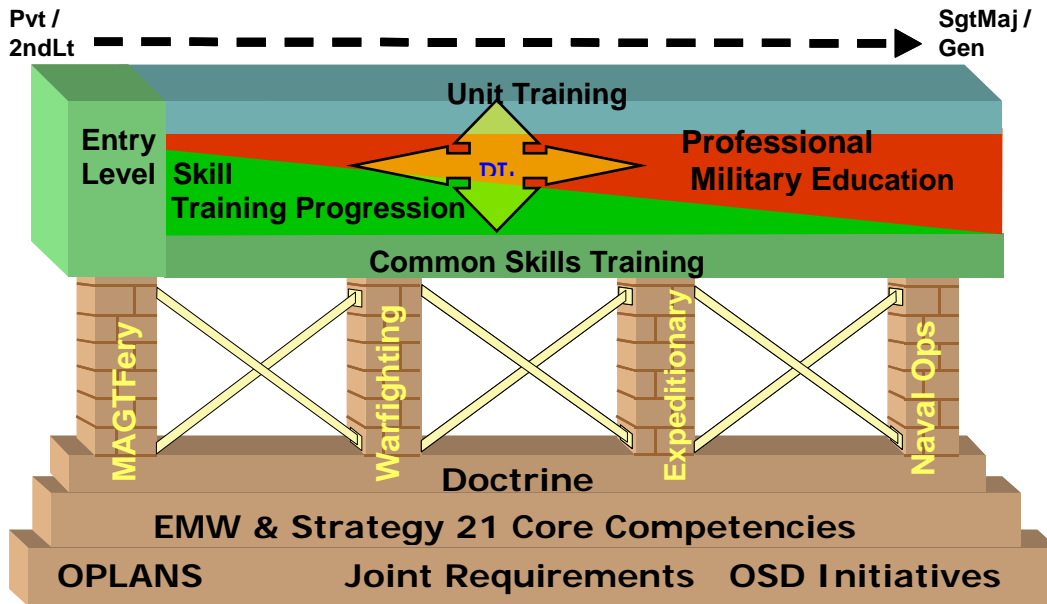


Figure 1-1. The Marine Corps Training and Education Continuum

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As the service-level advocate and resource sponsor for all Marine Corps distance learning programs, the CCE meets these responsibilities by applying distance learning strategies across the entire Marine Corps Training and Education Continuum, from entry-level training to career-long PME (see figure 1-1).

1003. CCE EDUCATIONAL PHILOSOPHY. Within the educational component of Marine Corps professional development, the CCE promotes autonomous lifelong learning and ensures the availability of an effectively structured system of PME opportunities that are central to all Marines. CCE methodologies include a wide range of pedagogically sound distance learning practices. The CCE's institutional purpose is supported by comprehensive research findings demonstrating that distance learning outcomes are not significantly different from those achieved in traditional settings. In translating our purpose to course delivery and student support, the online learning management system (LMS) and satellite campus network (including the CCE Regional Coordinators and learning resource centers) vastly widen student access to educational resources. This accessibility helps define the CCE as a truly worldwide institution of higher learning, one that is readily available to every Marine.

The CCE's academic emphasis ensures that curriculum design and development processes continually improve courses and update learning materials that meet the needs of the CCE's distance education students and are consistent with targeted learning levels and objectives. The CCE's objective is to make available a common level of instruction characterized by incremental increases in educational complexity, methodically tailored for Marines of equal grades as they progress through their careers. For DL programs, this objective requires the CCE to accommodate unique teaching environments and individual learning styles. At the same time, CCE programs must comport with civilian accreditation standards as well as with those of the Chairman, Joint Chiefs of Staff (JCS), as delineated in the current edition of reference (a) for joint accreditation.

A transcendent aim of the College is to blur the distinction between the quality of resident programs and parallel distance education programs, regardless of the specific type of media employed. Organizationally and educationally, the CCE is positioned to actualize this philosophy through the implementation and improvement of ongoing programs with the assistance of its highly qualified and professionally developed faculty.

1004. CCE INSTITUTIONAL GOALS. The Director, CCE, has articulated the following seven goals as means of accomplishing the CCE's purpose and mission as well as of lending an institutional focus to the College's efforts:

1. The CCE will develop and implement current and relevant distance education PME programs that enable graduates to perform successfully in subsequent assignments of increasing responsibility.
2. The CCE will work collaboratively with the Marine Corps University (MCU) to develop the resources needed to sustain and enhance strong distance education programs that meet student learning needs.
3. The CCE will exercise a training and educational leadership role within the Marine Corps Training and Education Command (TECOM) in the area of distance learning advocacy, including the training and PME policies and practices that support it.

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4. The CCE will develop programs that foster faculty and professional staff development and enrichment, emphasizing the educational techniques and skills that improve teaching and encourage autonomous learning through distance education.
5. The CCE will maintain flexible and responsive organizational structures that best support the efficient and effective delivery of distance training and education programs.
6. The CCE will capitalize on technological innovations to enhance and improve accessibility of its distance training and education programs.
7. The CCE will maintain PAJE accreditation (JPME phase I) for the Command and Staff College Distance Education Program (CSCDEP).

1005. **CCE DIRECTOR'S VISION.** The Director's vision statement is as follows:

"The CCE is the premier service-level DL institution for developing and delivering education and training courseware to Marines regardless of location. The CCE will serve as the Marine Corps' advocate for all DoD and joint service advanced distributed learning (ADL) initiatives."

As the service-level advocate, the Director, CCE, is required to represent the CCE on various joint and interservice policymaking councils and committees. In addition, the CCE is responsible for researching new educational strategies, developing new DL technologies, and providing an outreach program that furthers the quality, capability, and reach of DL throughout the Marine Corps.

1006. **JOINT AND INTERSERVICE POLICYMAKING COUNCILS AND COMMITTEES.** In keeping with the Director's vision statement, the CCE maintains representation on the following committees and working groups:

1. DOD Repository Working Group: The purpose of the DOD Repository Working Group is to develop a common DOD approach to interfacing and interoperating with service-owned learning repositories. This technical working group is a subgroup of the Joint ADL Co-Lab located in Orlando, Florida. The Marine Corps has two permanent members on the Joint ADL Co-lab Partnership Board: the Deputy Director, CCE, and the Distance Learning Project Officer, MARCORSYSCOM. The CCE Technical Director represents the Marine Corps as the permanent member of the DOD Repository Working Group.
2. Joint Knowledge Development & Distribution Capability (JKDDC) Working Group: The JKDDC Working Group identifies and prioritizes joint individual education and training requirements in accordance with pre-coordinated criteria and procedures. The working group assigns sponsors, lead development agents, and collaborating agents for individual requirements to further refine requirements, identify subject matter experts, and help determine the scope of the requirements. The assignment information is provided to the joint management office. The JKDDC working group advises the joint management office on pertinent issues.

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3. Interservice Training Partnerships (ITP) Working Group: The primary goal of the ITP Working Group is to rapidly expand individual service course listings and reduce development costs through shared and joint development of courseware that meets requirements identified by two or more services. The working group identifies courses already developed, or in development, that may meet the requirement(s) of another service. Also, prior to starting new development efforts, working group members share production plans in order to identify areas for interservice collaboration and cost sharing. The working group reports to the ITRO technology subcommittee annually.
4. Military Education Coordinating Council (MECC): The MECC serves as an advisory body to the Director, JCS, on joint education issues. Its purpose is to address key educational issues of interest to the joint education community, promote cooperation and collaboration among MECC member institutions, and coordinate joint education initiatives. MECC members include DJS; DDJCS (secretary); the presidents, commandants, and directors of the joint and service universities and colleges; and the heads of other JPME-certified or accredited institutions. Combatant commanders and representatives of other organizations may be invited to participate. The MECC members representing the Marine Corps include the MCU, the CCE, the Command and Staff College (CSC), and the Marine Corps War College (MCWAR).
5. Total Force Advanced Distributed Learning Action Team (TFADLAT). The Advanced Distributed Learning (ADL) Initiative, sponsored by the Office of the Secretary of Defense (OSD), is a collaborative effort between government, industry, and academia to establish a new distributed learning environment that permits the interoperability of learning tools and course content globally. The OSD's vision is to provide access to the highest quality education and training, tailored to individual needs and delivered cost-effectively anywhere and at any time. The TFALAT, with representatives from all services/reserves and government, conducts monthly meetings to share information in furtherance of the OSD mission.

1007. NEW EDUCATIONAL STRATEGIES AND TECHNOLOGIES. The CCE conducts independent research on the latest software advances within the computer industry that could have a positive impact on the distance learning environment. The CCE's research activities include the following:

1. Technology Insertion. Stay abreast of technological advancements in the areas of information and training (e.g., Web services, SCORM, electronic performance support, interactive and immerse simulations, software development, human computer interaction, and information security) and make recommendations regarding their adoption.
2. Collaboration. Seek out and establish working relationships with the technical staffs of the other military services and selected federal agencies regarding distance learning courseware.
3. Distributed Learning Research and Independent Technology Assessments. Complete independent assessments for the CCE and the PM, Training Systems, technology initiatives. Additionally, serve as the Office of Naval Research (ONR) liaison officer for the Director, CCE.

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4. Acquisition Support. Serve as a CCE representative for various source selection activities and participate in source selection evaluation boards for the CCE and the PM, Training Systems, as required.

1008. OUTREACH. In order to improve the use of DL throughout the Marine Corps, the Director, CCE, must maintain a robust customer outreach and marketing campaign. This campaign helps to introduce Marines to the training and education opportunities the CCE provides. At a minimum, this outreach and marketing campaign should include the following components:

1. Command Briefings. A worldwide tour of Marine Corps major commands and stations will be scheduled annually. The tour will be a joint brief between the CCE and the MCI on Marine Corps DL opportunities. The CCE and MCI operations departments will work jointly to schedule the annual event.
2. Training Sessions. The CCE will schedule training sessions with appropriate bases and commands as needed to help facilitate the introduction of new equipment and software.
3. Site-specific Marketing Strategies. Marketing strategies will be tailored to region-specific issues, where appropriate, to enhance the impact of marketing DL. Strategies may include local unit briefings or the use of local media to increase student awareness of DL opportunities.
4. Development of Marketing Materials. Marketing materials will be developed to provide increased awareness of DL opportunities throughout the Marine Corps. All marketing materials will be approved by the Director, CCE.

CHAPTER 2

ORGANIZATION AND ADMINISTRATION

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CHAPTER 2

ORGANIZATION AND ADMINISTRATION

2001. ORGANIZATION. The College of Continuing Education (CCE) falls under the Training and Education Command (TECOM). However, because of its unique role in the delivery of distance learning (DL) training and education to a geographically dispersed and demographically varied student body, the CCE works closely with the Training Command's (TRNGCMD) Centers of Excellence (COE), the Marine Corps University's (MCU) resident schools, the Marine Corps Systems Command's (MARCORSYSCOM) Training Systems Division (PM TRASYS), as well as with the Marine Corps Institute (MCI). It is important, therefore, that CCE personnel understand the relationship between the CCE and its sister organizations (See figure 2-1).

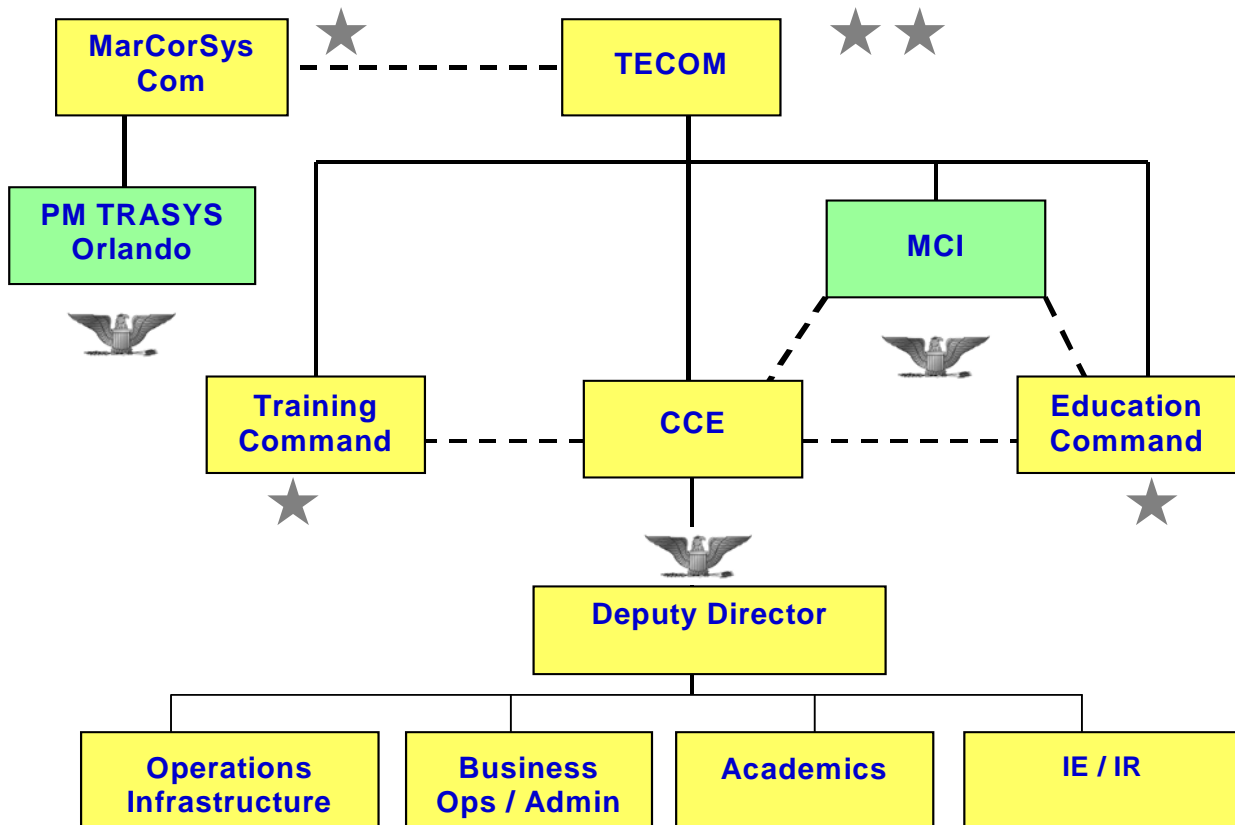


Figure 2-1: TECOM Organizational Chart

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1. TECOM. The Commanding General (CG),TECOM, reports to CG, MCCDC, and his mission is as follows:

"To develop, coordinate, resource, execute, and evaluate training and education concepts, policies, plans, and programs to ensure Marines are prepared to meet the challenges of present and future operational environments."

As CG of all Marine Corps schools, he exercises operational control, technical direction, and coordination of all Marine Corps training and education schools.

2. MCU. The Marine Corps University is the educational component of TECOM. The President, MCU reports directly to the CG,TECOM, and fulfills all assigned responsibilities through the directors and commanding officers of the eight subordinate colleges, schools, and academies. The President, MCU, develops, recommends, implements, and monitors the resident and distance professional military education (PME) policies, plans, and programs for all Marines, regular and Reserve.
3. TCMD. The Training Command is the training component of TECOM. The CG, TRNGCMD, also acts as the Deputy CG, TECOM. Through the commanding officers of the COE, the CG,TCMD, ensures all assigned responsibilities and training requirements are fulfilled.
4. MCI. The Director, MCI, develops and administers paper-based training and education DL courseware in concert with the Director, CCE. The MCI is responsible for the printing, storing, and distribution of officer PME materials. The MCI also performs registrar functions and issues course completion certificates.
5. CCE. The Director, CCE, reports directly to the CG,TECOM, and is responsible for "all things DL," including oversight of the MCI courseware production plan and transformation of officer resident PME courses into distance education-unique courseware. The Director, CCE, develops and implements policies, plans, and programs for distance training and education of all Marines.
6. PM, TRAYS. The Program Manager Training Systems (PM, TRAYS) MARCORSYSCOM manages the CCE's PMC budget, which funds the acquisition and fielding of CCE hardware components. PM, TRAYS, also manages the contract logistics support (CLS) and life cycle programming dollars, which, once fielded, maintain the hardware.

2002. ROLES AND RESPONSIBILITIES. The CCE consists of the Director, Deputy Director, Academics Department, Business Operations/Administration Department, Operations and Infrastructure Department, and Institutional Effectiveness/Institutional Research (IE/IR) Department. Appendix A contains a detailed list of CCE personnel responsibilities.

1. Director. The Director, CCE, is a Marine colonel. He reports to the CG,TECOM, and is responsible for the successful implementation, operation, and maintenance of the CCE. As the staff representative for the CG, TECOM, the Director, CCE, performs the following functions:

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- a. Maintain staff cognizance over all aspects of Marine Corps distance learning. Serves as the coordinating authority for all aspects of CCE, including integration with resident training and education.
- b. Integrate CCE policy, procedures, and standards throughout the Marine Corps and its training and education establishment.
2. Deputy Director. The Deputy Director is a GS-15 responsible for the day-to-day operations of the CCE. The Deputy's duties include the following:
 - a. Coordinate CCE policy and procedures between the CCE and outside organizations and maintain the director's strategic focus for the organization.
 - b. Direct the activities of the CCE staff via the department heads and coordinate cross-department functions and projects.
 - c. Coordinate, oversee, and facilitate the TECOM-wide process to target training and education for DL conversion and development.
 - d. Assume overall responsibility for financial management of the CCE.
 - e. Oversee and facilitate the annual CCE faculty development (FD) symposium.
 - f. Oversee the table of organization (T/O) and management of the individual mobilization augmentees (IMAs) assigned to the CCE.
 - g. Manage the program review board (PRB) process.
 - h. Maintain the consolidated maintenance report (CMR).
3. Academics Department. The Dean of Academics is a GS-14 who manages the curriculum development sections for both training and PME. He develops academic programs and policies and manages the faculty development program. His responsibilities include the following:
 - a. Select and develop adjunct faculty.
 - b. Oversee course development, revision, and modification.
 - c. Participate in the development and revision of educational and procedural policies.
 - d. Develop and maintain contacts with the resident schools and associated organizations and participate as a member of the Process for Accreditation of Joint Education (PAJE) and Military Education Coordinating Council (MECC) working groups.
 - e. Maintain academic accreditation and coordination with military and civilian accrediting agencies.
4. Business Operations Manager (BOM). The BOM is a GS-14 who serves as the CCE resource manager. He provides financial, personnel and program

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management and also serves as the CCE Administration Officer. The BOM's responsibilities are as follows:

- a. Plan, program, budget, and execute CCE program funding.
 - b. Coordinate the CCE program objective memorandum and program review initiatives.
 - c. Manage all CCE contracting efforts.
 - d. Serve as the contracting officer's representative (COR) for selected contracts sponsored by the CCE.
 - e. Oversee the customer outreach and edumarketing program.
 - f. Manage the CCE T/O and ensure adequate personnel resourcing.
 - g. Review and process all naval correspondence routed to the Director, CCE.
 - h. Perform duties as the CCE Public Affairs Officer (PAO).
 - i. Supervise temporary assigned duty (TAD) orders and travel claim settlements.
5. Operations and Infrastructure Department. The Operations Officer is a lieutenant colonel responsible for the delivery of CCE-developed courseware and for providing student support services. He coordinates with MARCORSYSCOM to field and manage CCE infrastructure requirements. The Operations Officer's duties include the following:
- a. Oversee the satellite campuses. Duties include monitoring the activities of the CCE Regional Coordinators.
 - b. Oversee all learning resource centers (LRCs), deployable learning resource centers (DLRCs), and automated electronic classrooms (AECs) in conjunction with the PM, TRAYS.
 - c. Coordinate the Marine Corps Satellite Education Network (MCSEN) schedule and operation.
 - d. Manage and operate the CCE Learning Management System.
 - e. Coordinate all CCE S-4 and S-6 requirements.
 - f. Conduct the FD symposium (in coordination with the Dean of Academics).
 - g. Manage and deliver the reserve seminar program (as coordinated at the request of M&RA).
 - h. Ensure all Marine Corps training requirements for CCE personnel are met.
 - i. Maintain the CCE Web site.
6. Institutional Effectiveness/Institutional Research (IE/IR) Department. The IE/IR Officer reports directly to the Director, CCE. The IE/IR Officer is a GS-13 who has a background in adult education and instructional design. The IE/IR Officer receives and processes all

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survey data for analysis and distribution. Responsibilities include the following:

- a. Develop and implement surveys for use by the CCE staff and the Regional Coordinators.
- b. Collect all paper-based and electronic survey data for analysis and distribution.
- c. Provide required support to the PRB process.
- d. Maintain currency of institutional data collected.
- e. Develop and implement program evaluation instruments.
- f. Review external evaluation studies performed by contracted service providers, then coordinate with the Dean of Academics to take appropriate action in preparation for the next PAJE visit.
- g. Manage the CCE IE program. Activities include collaborating and coordinating with the COEs on the development, implementation, and evaluation of the CCE's support of the Training and Education Continuum.
- h. In collaboration with the resident schools, develop instruments for measuring the effectiveness and reliability of the testing of DEP courses.
- i. Collaborate and coordinate with the MCI during the development and implementation of questionnaires and surveys that measure the effectiveness of the administration of DEP courses, interactive multimedia instruction (IMI) products, and video teletraining (VTT) courses.

An additional yet key responsibility of the IE/IR Officer is to chair the TECOM Future Initiatives and Integration Working Group (FIIWG). The TECOM FIIWG examines current and potential partners, technologies, and concepts and recommends action plans to the USMC Distance Learning team in order to optimize distance learning contributions to the USMC Training and Education Continuum. As Chairperson of the FIIWG, the IE/IR Officer is the spokesperson for the FIIWG, receives direction from the Director, CCE, facilitates Group collaboration, and prepares FIIWG deliverables.

2003. PERSONNEL SUPPORT. The CCE Admin Officer is responsible for managing and resourcing support personnel for the CCE and for managing the CCE T/O with the oversight of the Deputy Director. All recommended T/O changes are approved by the Deputy Director and then coordinated by the Admin Officer with the TECOM G-1. The Deputy Director reviews annually the structure and internal staffing requirements of the CCE to ensure adequate resourcing to conduct the CCE DL mission. CCE personnel support comes from various resources.

1. TECOM G-1

- a. Active-Duty Personnel. The Admin officer coordinates with TECOM G-1 to ensure adequate resourcing of active-duty personnel in support of the CCE T/O.

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- b. Government Service (GS) Personnel. There are five GS positions (one GS-15, two GS-14, one GS-13, one GS-12) on the CCE T/O. The Admin Officer coordinates with TECOM G-1 and the Quantico Human Resources Division to help fill these billets when there is an opening.
2. HQMC Manpower (Special Education Personnel [SEP]). There are three SEP billets on the CCE T/O. These billets are filled by graduates from the Naval Postgraduate School in Monterey, California. The Admin Officer coordinates directly with HQMC Manpower to ensure these billets are always filled.
3. Reserve Manpower (RAM) (Active Reserve [AR] Personnel). There are four AR billets (one O-5, two O-4, one O-3) on the CCE T/O. These billets are filled by Reserve Affairs Manpower. Under an agreement with RAM, the O-5 billet is filled by a current AR graduate from the Marine Corps War College. The Admin Officer coordinates directly with Reserve Affairs (RA) and TECOM G-1 to ensure these billets are filled.
4. Reserve Support Unit (RSU) Quantico (Reserve Personnel)
 - a. Active Duty Special Work (ADSW). Requests for ADSW Reserve support personnel are submitted by the Admin Officer each fall to the TECOM G-1 for requested reserve support for the following fiscal year. The RSU Quantico is the Operational Sponsor (OPSPONSOR) for all ADSW reserves assigned to MCB Quantico. The Admin officer may coordinate directly with the RSU to obtain unscheduled ADSW reserve support when excess funds become available.
 - b. Individual Mobilization Augmentee (IMA). The OPSPONSOR for all IMAs assigned to MCB Quantico is the RSU Quantico. The CCE has no approved reserve structure on its T/O; however, in cooperation with the MCU and under the oversight of TECOM G-1, several IMAs can be assigned by the RSU through MCU's T/O to drill under the direction of the Director, CCE. This arrangement is designed to give the CCE necessary manpower resources to accomplish peacetime requirements and, more important, to replace CCE staff members who may be globally sourced to fill wartime requirements. The IMAs working for the CCE are task organized to work with an active-duty counterpart. The Deputy Director is responsible for oversight of their performance, including scheduling monthly drills and approving AT and ADSW orders. The Deputy is kept informed of duties assigned to the IMAs to ensure that their time and talents are being used properly and that their focus remains on readiness to assume full-time duties in the event of wartime recall or mobilization.
5. Contract personnel. The CCE has multiple contract personnel support positions that are managed by the Admin Officer. Any department requiring additional contract personnel must submit its request to the Admin Officer. All recommended contract personnel assignments are approved by the Deputy Director and then coordinated by the BOM.

2004. ADMINISTRATION. The Administration Section falls within the Business Operations Department and is responsible for providing administrative support to the staff and faculty of the CCE. The following procedures are furnished to ensure the Administration Section can provide quality service to the CCE staff in an efficient and consistent manner.

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1. TAD Orders/Travel Orders Request (TAD requests)
 - a. The TECOM requires that all travel order requests are submitted no later than **10 working days** prior to the commencement of a TAD trip. Funded travelers, both military and civil service, are required to possess a government credit card. Government credit cards are to be used for all lodging and transportation expenses incurred while a member is on travel. Members may keep their card activated during their entire tour of duty if they may have it turned off and on each time they travel.
 - b. The CCE Administrative Section makes all travel arrangements for the Director and Deputy Director. All other CCE personnel must make their own individual travel arrangements. Travel arrangements for any CCE-sponsored VIP, visiting scholar, or subject matter expert is the responsibility of the sponsoring department.
 - c. All travel orders and requests (including those from CCE members, visiting scholars, and SMEs as well as invitational travel orders for contract personnel) must be submitted to the Administrative Section via electronic request. The Administrative Section processes the requests and provides members with their original orders plus one copy. The Administrative Section retains copies of all travel orders, modifications, and travel claims.
 - d. Travelers must submit a travel claim within three working days upon conclusion of TAD. Travel claim settlement takes approximately 10 working days and payment is normally deposited electronically into the traveler's account. Charges incurred on the traveler's government credit card are automatically deposited to their account.
2. Awards. All awards within TECOM are processed electronically. Department heads and individual action officers who wish to submit award recommendations may do so by going to the Awards Web site at <https://lnwebl.manpower.usmc.mil/manpower/mm/mmma/awardsref.nsf>. Recommenders must register and set up an account in order to submit a draft summary of action electronically. Accounts will expire within six months if not used.
 - a. Upon approval from the Director, CCE, officers wishing to submit an award recommendation must enter the award recommendation into the M&RA database and forward it to the admin chief. The admin chief will track the processing of the award through the chain of command until completion. The Administrative Section maintains copies of various awards and has access to all award write-ups.
 - b. Letters of appreciation (LOAs) are submitted by the department heads to the admin chief for processing and delivery. Regional Coordinators must submit their LOA recommendations to the Operations Officer who then forwards them to the admin chief.
3. Command Duty Officers Assignments. Duty assignments for officers are sent to the CCE Admin Officer from the TECOM Staff Secretary. The Admin Officer notifies CCE officers that are scheduled for duty and, if required, facilitates rescheduling with the Staff Secretary. Field-grade officers normally are assigned this duty two to three times a year.

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4. Fitness Reports. All Marines who require a fitness report must complete sections A, B, and C in accordance with MCO 1610.7, *The Performance Evaluation System*, and submit their draft to their reporting senior by the end of the reporting period. The Administrative Section can help with preparation of the draft fitness report when required. Reporting seniors who require the Director or Deputy Director as the reviewing officer (RO) must submit their draft reports to the Admin Officer 10 days after the end of the reporting period with RO's proposed comments. All other completed fitness reports must be submitted to the Admin Officer 20 days after the reporting period for processing and delivery to the HQMC Fitness Report Branch. The Deputy Director reviews all ADSW fitness reports. The Admin Officer advises, via email, when all annual fitness reports are due. Specific information on fitness reports may be obtained from the Admin Officer or from MCO 1610.7.
5. Open-Purchase Requests. Requests for open-purchase items such as office furniture and computer equipment begin with the BOM. The BOM coordinates with TECOM G-4 to arrange open-purchase requirements. Once TECOM G-4 approves an open-purchase request, the BOM gives an open-purchase voucher to the individual who requested the open purchase, and the transaction may then be made.
6. Self-service Direct Support Stock Control (DSSC)/Serve-Mart. The CCE Admin chief compiles the Serve-Mart list. Serve-Mart runs are conducted as needed but, at minimum, once a month. Once the list has been approved by Financial Management, G-8, the DSSC credit card should be checked out from G-4. After the transaction is completed, the credit card is returned to G-4 with a copy of the receipt. The credit card must be returned the same day as it was checked out. Financial Management must also receive a copy of the receipt. Copies of all Serve-Mart receipts are kept in the CCE supply binder. Items that cannot be purchased at Serve-Mart must be ordered by an open-purchase request through the CCE Administrative Office.
7. Defense Reutilization Management Officer (DRMO). DRMO visits are coordinated through the Administrative Office. Requests for equipment must be submitted to the BOM.
8. Publications. CCE personnel in need of doctrinal, training, or other publications should send an e-mail request to the Admin Officer with the name and control number of the desired publication. Publications are ordered via the Marine Corps Total Force System (MCTFS).
9. Work Orders. Maintenance requests must be e-mailed to the Admin Officer for proper handling. The Admin Officer files all CCE maintenance and work requests with the TECOM G-4.
10. Mail. The Administrative Office picks up mail at the battalion mailroom each day and returns any mail that is not distributed that day. The CCE is a designated Federal Express drop-off and pickup site. Federal Express mailings should go through the Administrative Office for a quality check to ensure that forms are completed correctly and that the correct billing information is affixed to the form.
11. Morning Reports. When traveling, CCE personnel must update the CCE personnel availability roster. The Administrative Office uses the roster to ensure that the CCE morning report is accurate. The morning report is

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due to the TECOM Company Office by 0900 normal workdays and by 1245 on holidays or days when the base is returning from a holiday routine.

CHAPTER 3

**ACADEMIC PROGRAMS
(EDUCATION)**

CONTENT

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CHAPTER 3

**ACADEMIC PROGRAMS
(EDUCATION)**

3000. GENERAL. The mission of the College of Continuing Education (CCE) Academics Department is the design and development of all distance learning (DL) courses and programs sponsored by the CCE. The Department consists of two education development branches that have course developers and subject matter experts (SMEs) who support career- and intermediate-level education for Marine officers and a training development branch that has instructional system specialists and courseware developers who support training courses for all Marines. This chapter defines and describes the two education development branches. The training branch is described in chapter 4 of this SOP.

3001. PROFESSIONAL MILITARY EDUCATION (PME) REQUIREMENTS

1. PME Objectives. Section 1005.1.a of reference (b) states that the objectives of Marine Corps officer PME are as follows:
 - a. Develop officers educated and skilled in the employment of combat forces and the conduct of war.
 - b. Develop officers with the knowledge and skills to make sound decisions in progressively more demanding command and staff positions.
 - c. Develop officers whose professional backgrounds and military education will improve the operational excellence of both single-service and joint military forces throughout the spectrum of war.
 - d. Develop strategic thinkers and warfighters.
2. PME Requirements by Grade. Specific PME requirements for every grade from private through general officer are contained in section 1007 of reference (b). These requirements provide a building block progression to develop, in every Marine, the skills and knowledge to be successful at the next higher grade. While enlisted Marines are required to complete distance education (DE) and attend resident PME to be competitive for promotion, officers (specifically captains and majors) may complete their PME through either the distance education program (DEP) or the resident program for their grade. Equivalent credit for individual courses within a given program are discussed in section 2006.2 and listed in appendix B.

3002. PME COMPLETION. Officer PME may be completed either in residence or through the DEP. Approximately 20 percent of eligible active-component officers are assigned each year to attend the resident Command and Staff College (CSC) and Expeditionary Warfare School (EWS). The remaining 80 percent of officers complete their PME through independent study with the option of participating in the seminar program.

3003. PME CURRICULUM DEVELOPMENT. The DE curriculum is defined as a course of study, or body of knowledge, created for the CCE's independent study students. Developed by the CCE, the curriculum parallels and is derived from the resident school curriculum, and it is based on joint professional military education (JPME) primary- and intermediate-level education

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requirements set by the J-7, Joint Education Branch. A DEP is based on a specific curriculum designed to instill certain concepts and principles, and it consists of certain courses (e.g., 8511, 8512, 8513) that must be completed to earn credit for the entire program. The CSCDEP and EWSDEP courses should be completed in numerical order. The AWSDEP (phase I) course must be completed prior to enrollment into AWSDEP (phase II). Although the series program number will change with revisions over time, the program itself remains the primary instrument through which PME is delivered at each level. For example, majors are required to complete the CSC 8800 series DEP, which consists of courses 8801-8809. See figure 3-1 for an overview of curriculum organization and figure 3-2 for the DEP curriculum development process.

1. Develop educational objectives. The CCE and resident school faculties are mutually responsible for DE curriculum development, with the CCE as the lead agent. This SOP uses the term *phase* instead of *process* to describe curriculum development actions. This terminology avoids confusion with the overall systematic approach used in developing DE products that the *Systems Approach to Training Guide* calls *course processing* or the *course processing system*. The term *phase* also allows for grouping of actions that course developers must complete. Each phase may include several processes.
2. Coordination
 - a. The CCE, the Marine Corps Institute (MCI), and the resident schools work as an integrated team to ensure a successful curriculum development system. This team effort is continuous and requires constant collaboration in order to keep courses current and relevant and to ensure these revised or new courses are distributed for independent study enrollment.
 - b. Action officers at the CCE, the MCI, and the resident schools must ensure that the following takes place:
 - (1) Continuity is maintained between the commands in course development.
 - (2) Course development phase deadlines are met.
 - (3) The courses and related materials are updated and modified as needed.
 - (4) Special requests or requirements (e.g., labor power, development, and budget) are reviewed within the total scope of interagency integration.

3004. EXPEDITIONARY WARFARE SCHOOL DISTANCE EDUCATION PROGRAM (EWSDEP)

1. General. The EWSDEP curriculum is defined as a course of study or body of knowledge created for the CCE DEP. The curriculum is developed by the resident school and is founded on the resident school curriculum and the tenets of *Marine Corps Strategy 21* and its educational pillars or core competencies. The EWSDEP is designed to instill certain concepts and principles and it consists of the following courses: Warfighting, Command and Control and Information Management, Marine Corps Planning Process (MCPPE), Expeditionary Operations, and MAGTF Operations Ashore. Students must complete these courses in sequence in order to earn credit for the entire program.

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2. Mission. The EWSDEP provides captain-level PME to Marines worldwide in order to develop professional competence and growth through distance education. The program emphasizes warfighting, command and control, information management, MCPP, MAGTF forces in amphibious operations ashore, and expeditionary operations, thus preparing graduates to function as commanders and staff officers at appropriate levels within the operating forces.
3. Organization/Responsibilities. See appendix A.
4. Functions. The EWSDEP branch performs the following functions:
 - a. Content
 - (1) Adapt the EWS resident school curriculum.
 - (a) Redesign and focus resident school educational objectives.
 - (b) Modify assigned reading.
 - (c) Develop and provide courseware and exams.
 - (d) Include learning enhancements.
 - (2) Revise courseware as appropriate (errata).
 - (3) Maintain and manage exams, answer keys, and references.
 - b. Course Delivery
 - (1) Design courseware compatible for appropriate delivery techniques.
 - (2) Develop instructional delivery enhancements.
 - (a) Provide digitized lectures.
 - (b) Leverage other Services' products.
 - (c) Provide SME support for IMIs.
 - (d) Explore other innovations.
 - c. Faculty Development
 - (1) Undergo faculty development.
 - (a) Attend resident school faculty development lectures/courses.
 - (b) Observe resident course execution.
 - (2) Conduct faculty development.
 - (a) Attend summer faculty development symposia.
 - (b) Update the faculty bulletin board on the CCE Web site.
 - (3) Provide faculty development tools.
 - (a) Provide classes.
 - (b) Provide resident school material tailored to DEP curriculum via CDROM and the Internet.

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d. Institutional Research/Institutional Effectiveness (IE/IR)

- (1) Contribute to the CCE program review board (PRB) process by providing the following:
 - (a) Analysis
 - (b) Report formulation

5. EWSDEP/AWSDEP

- a. EWSDEP 1st Half. The first half of the EWSDEP seminar series consists of a 29-week curriculum designed to provide career-level PME to company-grade Marine Corps officers. The curriculum is divided into three courses: Warfighting, Command and Control and Information Management, and the Marine Corps Planning Process. Students are trained and educated to function as commanders and staff officers at appropriate levels within MAGTFs during expeditionary and joint operations.
 - (1) *Warfighting Principles and Concepts* covers the theory and nature of war. This course details the War fighting doctrine of the Marine Corps as expressed in MCDP 1 War fighting and MCDP 1-2 Campaigning.
 - (2) *Command and Control* covers concepts and practical application of command and control (C2) on the modern battlefield. Focusing on the command, control, and communications of a MAGTF, this course emphasizes streamlined information flow and other control techniques helpful to the company grade officer.
 - (3) *Marine Corps Planning Process (MCP)* contains many concurrent, overlapping activities. Elements such as information gathering and template/matrix updating continue throughout the entire process. This course is linked to the Marine Corps' planning doctrine and is based upon MCWP 5-1 Marine Corps Planning. Concepts that underlie the MCP are applicable across the range of military operations and at any echelon of command.
- b. EWSDEP 2nd Half. The second half of the EWSDEP seminar series consists of a 31-week curriculum designed to develop company-grade officers who thoroughly understand the unique flexibility and capabilities of the MAGTF and who can plan and employ these forces. Part II is divided in two sections: MAGTF Operations Ashore and Expeditionary Operations.
 - (1) *MAGTF Operations Ashore* builds on the foundations of Command and Control, Warfighting, and the Marine Corps Planning Process as it explores the resources, doctrinal concepts, and warfighting capabilities associated with each element of the MAGTF first as an element itself, then as a synergistic, combined arms MAGTF. The course provides detailed instruction on the integration of the MAGTF's major subordinate commands within combined arms offensive and defensive operations. Additionally, it provides students detailed instruction on MAGTF Information Operations capabilities and planning. The curriculum consists of a combination of a self-paced text, selected reading, and practical application.

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- (2) *Expeditionary Operations* introduces the doctrine and concepts for MAGTF options in support of expeditionary operations with emphasis on amphibious, Maritime Pre-Positioned Force (MPF), and MEU (SOC) operations. It also explores the interrelationship between political, humanitarian, and military objectives and the concept of military intervention in response to situations where these objectives may be in conflict with each other. Additionally, the student is introduced to the complexities of Force Deployment Planning and Execution. Students will learn about the initiating directive and the basic amphibious decisions. A study of the doctrinal amphibious command relationships will address the critical impact these basic decisions have on the ship-to-shore movement and preparation of the landing plan. This course also addresses the critical impact of reduced amphibious lift and the importance of MPF employment. MEU (SOC) operations will expose the student to the rapid response planning process. The course consists of a combination of self-placed text, readings, and practical exercises.
- c. AWSDEP Phase I (8510 series). The AWSDEP 8510 series consists of three courses that cover the theory and nature of war, Marine Corps warfighting doctrine, command and control, MAGTF communications, streamlined information flow, MCPP, and other command and control techniques helpful to the company-grade officer.
- d. AWSDEP Phase II (8600 series). This phase consists of four courses that provide students with an understanding of warfighting skills, command and control, tactical decision-making, combined arms operations, and military operations other than war. The minimum prerequisite for participation in AWSDEP Phase II is completion of AWSDEP Phase I as per reference (b).

3005. JOINT PROFESSIONAL MILITARY EDUCATION (JPME). The Chairman of the Joint Chiefs of Staff (CJCS) oversees joint professional military education (JPME) at the primary and intermediate levels of military education. CJCSI 1800.01 details all aspects of JPME, including designation of the Joint Education Branch (JEB), JCS (J-7), as the CJCS executive agent for education. JPME assessments at all service intermediate-level colleges, such as the CSC/CSCDEP, are conducted through the Process for Accreditation of Joint Education (PAJE). The PAJE procedural guidelines for program assessment of institutions seeking JPME Phase I accreditation are detailed in reference (a).

3006. COMMAND AND STAFF COLLEGE DISTANCE EDUCATION PROGRAM (CSCDEP)

1. General. The CSCDEP, in partnership with the CSC faculty, designs, develops, implements, and reviews technology-enhanced, multimedia CSCDEP courses and ensures that they are educationally sound, reliable, flexible, and portable.
2. Mission. The CSCDEP's mission is to provide an intermediate-level JPME phase I distance program that prepares graduates to perform effectively in command and staff duties with MAGTFs and for assignment with joint and multinational organizations. The CSCDEP provides this education through various educationally sound delivery methods and through cost-effective and dynamic media in order to ensure that timely, relevant curricula reach all distance students at the right time and place. This mission parallels that of the resident course and reflects the unique nature of the DL environment

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and its close relationship with the other schools and institutions within the Marine Corps Training and Education Command (TECOM).

3. Organization/Responsibilities. See appendix A.

4. Functions. The CSCDEP performs the following functions:

a. Content

(1) Adapt the CSC resident school curriculum.

- (a) Redesign and focus the resident school educational objectives.
- (b) Modify assigned reading.
- (c) Develop courseware and exams.
- (d) Include learning enhancements.

(2) Revise courseware as appropriate (errata).

(3) Maintain and manage exams, answer keys, and references.

b. Course Delivery

(1) Design courseware compatible for appropriate delivery techniques.

(2) Develop instructional delivery enhancements.

- (a) Provide digitized lectures.
- (b) Leverage other services' products.
- (c) Provide SME support for IMIs.
- (d) Explore other innovations.

c. Faculty Development

(1) Undergo faculty development.

- (a) Attend resident school faculty development lectures and courses.
- (b) Observe resident course execution.
- (c) Attend joint faculty development (e.g., campaigning, joint force education, peace operations conference, and weapons of mass destruction conferences).

(2) Conduct faculty development.

- (a) Attend summer faculty development symposia.
- (b) Update the faculty bulletin board on the CCE Web site.

(3) Provide faculty development tools.

- (a) Provide classes.
- (b) Provide resident school material tailored to DEP curriculum via CDROM and the Internet.

d. Institutional Research/Institutional Effectiveness

(1) Contribute to the CCE PRB process by providing the following:

- (a) Analysis

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- (b) Report formulation
- (2) Contribute to the PAJE process for JPME phase I accreditation.
 - (a) Identify appropriate learning areas/objectives for each course by educational objective.
 - (b) Assist with the development of the CCE PAJE self-study.
- 5. CSCDEP Courses. The CSCDEP consists of nine courses that students must complete in order to graduate from the program. These nine courses, discussed briefly below, are described in greater detail in the CSCDEP standards and learning area binders as well as on the CSCDEP Web page, http://www.tecom.usmc.mil/cce/students/pme/stu_csc.asp.

8801	Theory and Nature of War
8802A	Strategy and Policy*
8803A	Operational Level of War*
8804	The Marine Air-Ground Task Force (MAGTF)
8805A	The Marine Corps Planning Process*
8806A	Joint, Multinational, and Interagency Operations*
8807	MAGTF Operations
8808	Amphibious Operations
8809	Operations Other Than War

NOTE: * The "A" designation identifies courses revised since 1999. Revised courses incorporate the most current joint doctrine.

- a. 8801 - Theory and Nature of War. The CSCDEP curriculum takes a top-down approach to the study of war. Accordingly, the initial course provides the overarching theoretical and historical context for the courses that follow. Specifically, 8801 addresses the evolution of warfare from the seventeenth century to the present and analyzes the contributions of notable military theorists and practitioners such as Sun Tzu as well as their relevance to contemporary military thought. The CCE developed and fielded a CDROM enhancement that includes interactive media instruction (IMI) designed to enhance student interaction by appealing to multiple adult-learning styles and preferences.
- b. 8802A - Strategy and Policy. The course focuses on national security strategy and policy. In particular, 8802A explores the relationships between national interests and the use of military force to serve national policy. The course also examines strategic choices made in past conflicts in order to provide historical perspectives and to present the concerns and issues facing the strategist in war. This course focuses on decision-making processes, the elements of national power, development of national goals and objectives, national strategic planning, and considerations that must be weighed prior to the use of military force. 8802A concludes with two new think pieces on U.S. policy toward China and the Middle East, which allow students to draw their own conclusions about how the U.S. should approach both regions. The course is offered in both a paper-based format and on CDROM. The CDROM version includes electronic readings and digitized lectures.
- c. 8803A - Operational Level of War. This course is designed to develop and enhance student understanding of the relationships between the strategic, operational, and tactical levels of war and

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- how national security strategy translates into military action. While all courses in the program contribute to the accomplishment of the Chairman's objectives, 8803A is a cornerstone of the program's JPME requirements. Organization for command is discussed to ensure students understand the various levels and types of command, ranging from the President of the United States and the Secretary of Defense to the warfighting regional combatant commanders. A Desert Storm case study is used to develop both a background and a perspective of theater warfare and the operational art. The course also examines, from a joint perspective, campaign planning, the Joint Operation Planning and Execution System (JOPES), and the associated considerations for deliberate and crisis action planning, joint and service doctrine, information operations, and force deployment planning. Also, 8803A addresses service doctrine, capabilities, and limitations of the U.S. Army, Navy, Air Force, and Coast Guard. 8803A is offered in both paper and CDROM formats. The CDROM includes electronic readings, multimedia instruction, and digitized lectures.
- d. 8804 - The Marine Air-Ground Task Force. The MAGTF course provides students with an extensive understanding of the Marine Corps' capabilities, limitations, equipment, organization, support requirements, and command and control structure, as well as of the employment techniques of the Marine Corps' warfighting forces, particularly as they relate to the MAGTF. The course also is offered in an IMI format that consists of a student text based on the resident curriculum and a CDROM designed to enhance student interaction by appealing to different adult learning styles and preferences. This course, along with 8805A, is required of all Marine Corps officers taking sister-service intermediate-level school (ILS) programs.
 - e. 8805A - The Marine Corps Planning Process. The 8805A course provides a detailed analysis and explanation of the six steps of the MCPP. This course is a required of all Marine Corps officers enrolled in a sister-service ILS program in order to ensure that every Marine officer has a practical understanding of MCPP and how it integrates with joint operational planning. The MCPP is compatible with joint processes and is applicable to all levels across the spectrum of conflict. This recently revised course places the MCPP in a joint planning context. 8805A is a multimedia course with a hard-copy text based on the resident curriculum and a robust IMI product that stresses active learning through a practical application exercise based on an Asia-Pacific joint and multinational operational scenario. The IMI product is also distributed for use by sister-service and allied students in the resident program.
 - f. 8806A - Joint, Multinational, and Interagency Operations. While all courses within the program contribute to the accomplishment of the Chairman's objectives, 8806A, along with 8803A, is a cornerstone of the program's JPME requirements. Because of the complexity of joint operations, this course addresses many subjects, including Marine Corps componentcy, JOPES and JTF planning, joint targeting, joint fire support, information operations planning, joint logistics support, joint intelligence support, space operations, special operations, multinational operations, homeland security, defense, and interagency operations. The overall purpose of this course is to examine how joint, multinational, and interagency operations work and how the MAGTF fits into the scheme of joint and multinational

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warfare. 8806A is offered in both a paper-based format and on CDROM. The CDROM version includes electronic readings, digitized lectures, and multimedia instruction.

- g. 8807 - MAGTF Operations. The MAGTF Operations course teaches students about the complexities associated with MEF-level capabilities and operations. The course provides a refresher of offensive and defensive operations but expands these operations to the MEF level while adding depth in the areas of fire support, combat service support, and rear area operations. 8807 also presents two case studies: Desert Storm and the Pusan Perimeter.
- h. 8808 - Amphibious Operations. Course 8808 covers joint amphibious and landing force doctrine and explores a range of subjects, including the nature, capabilities, limitations, phases, and characteristics of a MAGTF in an amphibious operation; service and command responsibilities; the MEU(SOC); and planning considerations. Plans for updates include new material on expeditionary operations, in alignment with the resident course instruction.
- i. 8809 - Operations Other Than War (OOTW). The OOTW course focuses on military operations that deter war and promote peace through means other than large-scale combat operations or conventional war. 8809 provides students with a foundation for assessing situations and evaluating military options within the spectrum of operations other than war. This course examines the culture in OOTW, humanitarian operations, peacekeeping operations, and military support to civil authorities. Several case studies also are explored.

Figure 3-1. CCE Curriculum Overview

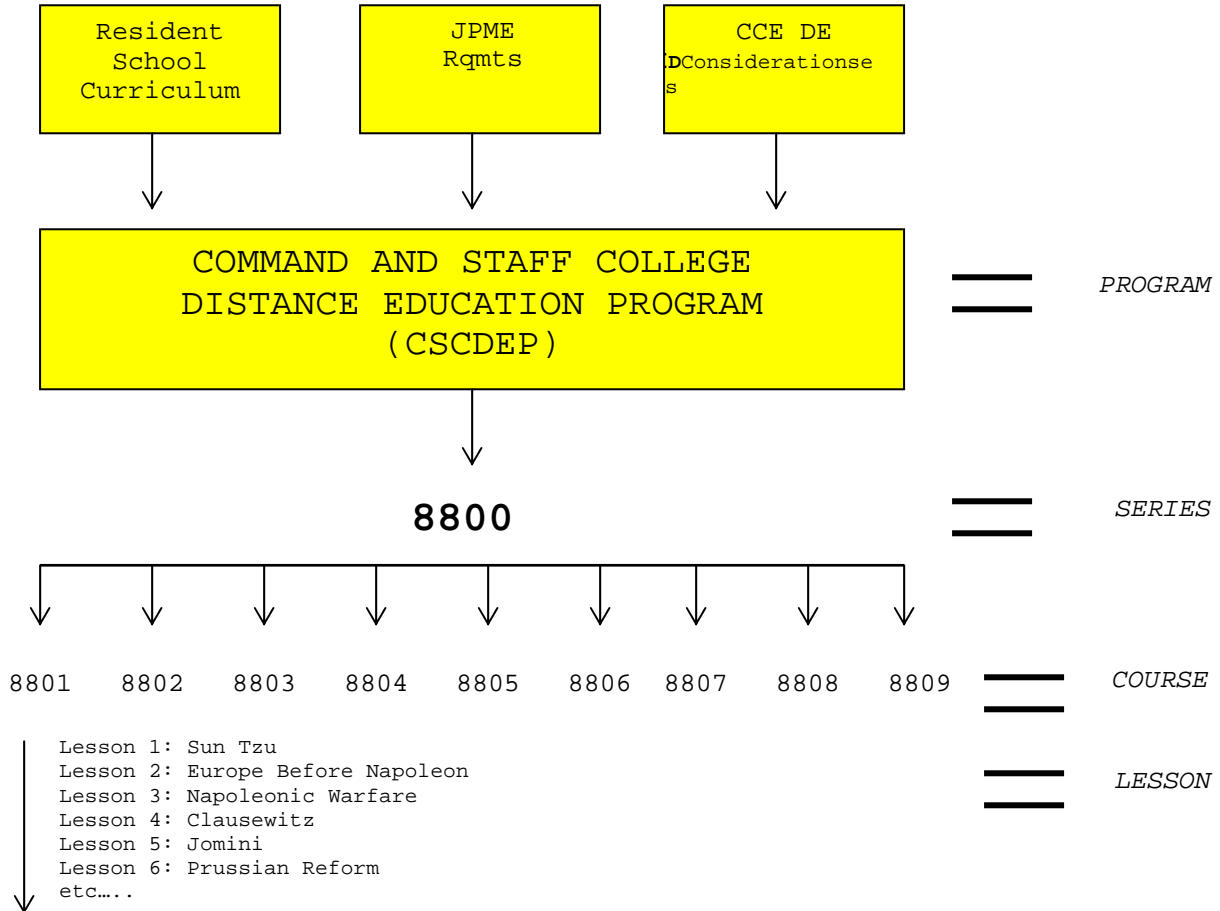


Figure 3-2. Curriculum Development Process

PHASE 1: PROGRAM REVIEW BOARD PROCESS		
COMPONENT	PROCESS	PARTICIPANTS
Program Review	At the conclusion of the academic year, a PRB is held to examine program effectiveness, review options for improvements, and assess course enhancements. Analysis is based on inputs from the students, adjunct faculty, regional coordinators, reporting seniors, CCE staff visits, MCI student support section, and resident faculty and course directors.	CCE/MCI/MCU/CSC/EWS
Program Adjustments	Adjustments to specific courses are based on PRB recommendations and the Director's approval. The course work priority list is revised for the new academic year.	CCE/MCI/MCU/CSC/EWS
PHASE 2: REVIEW/REVISION OR DEVELOPMENT OF DISTANCE EDUCATION COURSES		
COMPONENT	PROCESS	PARTICIPANTS
Analysis	Collect current resident course in hard copy and electronically.	CCE/CSC/EWS
	Collect all CCRB/PRB course revisions and change approvals.	CCE
	Identify core competencies to be accomplished by course.	CCE/CSC/EWS
	Determine mission essential educational objectives to be accomplished by course.	CCE/CSC/EWS
	Determine resident course and educational objectives to be used in the course.	CCE/CSC/EWS
	Notify MCI of upcoming revision: <ul style="list-style-type: none"> Identify special production requirements, if appropriate. Develop course transition plan. Develop printing and distribution timeframe. 	CCE/MCI
Design	Adapt selected course objectives and educational objectives for distance education.	CCE
	Determine instructional strategies (e.g., case studies, practical application).	CCE
	Determine instructional methods and media (e.g., IMI, paper, audio, visual).	CCE/CSC/EWS/MCI
	Determine number of total hours appropriate for the course.	CCE
	Determine JPME learning areas and objectives needed from the course.	CCE/CSC/EWS
	Design the course with all of the above in mind: <ul style="list-style-type: none"> Identify material to be cut from the resident program and placed in the DE course. Determine and lay out specific lessons needed. Determine reading sources (research). 	CCE/CSC/EWS
Development	Determine specific readings to be inserted in appropriate lessons.	CCE/CSC/EWS

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COMPONENT	PROCESS	PARTICIPANTS
	Ensure readings are nonproprietary or seek copyright permission.	CCE/MCI
	<ul style="list-style-type: none"> Begin writing the course: Print and/or obtain electronic files of readings. Synthesize and draft course. Provide SME support to outsourced instructional materials, if applicable. Design case study, practical application, etc., if appropriate. Develop and place selected instructional strategies into the course (e.g., case studies, practical applications). Conduct first edit. Make changes. Edit content and conduct technical review, if appropriate. Make changes. Conduct second edit. Make changes. 	CCE CCE CCE/CSC/EWS CCE/CSC/EWS CCE/CSC/EWS CCE CCE CCE/CSC/EWS CCE CCE CCE
	<ul style="list-style-type: none"> Begin writing exam (two versions): Determine number of questions per lesson based on student effort (lesson hours). Draft questions for first version. Edit first version. Make changes. Create second version. Edit second version. Make changes. Conduct content edit of first version. Make changes. 	CCE CCE CCE CCE CCE CCE CCE CCE/CSC/EWS CCE
	Create original and two copies of final draft of course.	CCE
	Create staffing documents for approval by the Directors, CCE and CSC.	CCE/CSC/EWS
	Conduct student validation: <ul style="list-style-type: none"> Collect data from student validation. Make changes to the course, if appropriate. 	CCE CCE CCE
	Send copy of the final draft to the MCI: <ul style="list-style-type: none"> Work out final details on educational aids issues (special printing/production). Confirm timing for inclusion into box of books. 	CCE/MCI
	Paginate and develop table of contents.	CCE
	Deliver to the MCI for printing and distribution.	CCE/MCI
Evaluation (Conducted primarily in phase 5)	Collect and analyze the end-of-course student surveys.	CCE
	Track and analyze grade reports.	CCE
	Obtain and analyze the statistical analysis of exams report (SAER) and the regional coordinator exam report.	CCE/MCI
	Collect and analyze instructor end-of-course surveys.	CCE

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COMPONENT	PROCESS	PARTICIPANTS
	Review graduate and reporting senior surveys, if appropriate.	CCE
	Conduct the PRB.	MCI/MCU/CSC/EWS
PHASE 3: RESIDENT SCHOOL APPROVAL		
COMPONENT	PROCESS	PARTICIPANTS
Resident School	Appropriate director approves the recommended new course.	CSC/EWS
CCE	The director approves courseware for production and distribution.	CCE/MCI
PHASE 4: PRODUCTION/DISTRIBUTION		
COMPONENT	PROCESS	PARTICIPANTS
Courseware	Give print materials to appropriate publishing firms.	MCI
Course Available	Announce course availability and begin distribution.	MCI
PHASE 5: IMPLEMENTATION/ASSESSMENT		
COMPONENT	PROCESS	PARTICIPANTS
Student Database	Maintain the student registration database.	MCI
Evaluation Form Collection	Evaluation forms collected from seminar students are forwarded to the CCE by the Regional Coordinators. The MCI forwards forms returned by nonseminar students to the CCE.	CCE/MCI/MCU
Program Review Process Preparation	CCE courseware developers evaluate course feedback and relevant implementation information and prepare the initial PRB report.	CCE

CHAPTER 4

ACADEMIC PROGRAMS
(TRAINING)

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CHAPTER 4

**ACADEMIC PROGRAMS
(TRAINING)**

4000. COURSEWARE DEVELOPMENT SECTION

1. General. The Courseware Development Section (CWD), in partnership with the Training and Education Centers of Excellence (TECOEs), designs, develops, implements, and reviews educationally sound, reliable, flexible, and portable Training and Education Command (TECOM) products that are Internet and/or CDROM delivered.
2. Mission. The mission of the CWD within the Academics Department is to serve as the Commanding General (CG), TECOM's, principal agent for supporting the TECOEs distance learning (DL) requirements in support of their respective MOS, functional area, or common skill roadmap. To accomplish its mission, the CWD has the following responsibilities:
 - a. Prioritize TECOM DL requirements.
 - b. Manage the development of TECOM DL products.

4001. VALIDATE TRAINING/EDUCATION REQUIREMENTS. The College of Continuing Education (CCE) coordinates with the following organizations to identify and validate training and education requirements that may be satisfied through distance learning:

1. Training Command
 - a. Marine Corps Centers of Excellence
 - b. Ground Training Branch (GTB)
 - c. Aviation Training Branch (ATB)
2. Education Command
3. Headquarters Marine Corps (HQMC)
4. Operating Forces
 - a. MARFORLANT
 - b. MARFORPAC
 - c. MARFORRES
5. Systems Command (SYSCOM) PMS

4002. PRIORITIZE COURSEWARE PROJECTS FOR DEVELOPMENT

1. The development of technology-based training and education products represents a significant investment of resources. In order to ensure limited resources are applied to training and education requirements that will have the greatest impact on Marine Corps operational readiness, the CCE hosts the TECOM Technology-Based Training and Education Course/Product Selection Working Group. The working group addresses the following primary areas of interest:

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- a. Will the development of a particular course/product improve Marine Corps readiness?
 - b. Is the subject matter viable for technology application or DL delivery?
 - c. What is the priority of the course or product in relation to other candidate efforts?
 - d. How does the course benefit training transformation within the DOD?
2. Stakeholders. There are many stakeholders involved in the training and education of Marines, including the following:
- a. TECOM
 - (1) Training Command (TCOM)
 - (a) Centers of Excellence
 - (b) Ground Training Branch
 - (c) Aviation Training Branch
 - (2) Education Command (EDCOM)
 - (3) Technology Division (TECH DIV)
 - b. Operating Forces
 - (1) MARFORLANT
 - (2) MARFORPAC
 - (3) MARFORRES
 - c. Marine Corps Institute (MCI)
 - d. Marine Corps Systems Command
 - e. HQMC (MOS Sponsor/Advocates) Supporting Establishment

Stakeholders must be involved with both the initial recommendation and ultimate selection of DL courses and technology-based products for development.

4003. THE TECHNOLOGY-BASED COURSE/PRODUCT SELECTION PROCESS. This is an annual process that determines the best candidate courses and products for development (see figure 4-1). The final product of this process is the annual CCE Production Plan. This process is conducted jointly between CCE and MCI and the command relationship is outlined in reference (i). The steps of the selection process are listed below:

1. Solicitation for Recommendations. Recommendations for potential technology-based products from stakeholders are solicited from the field via naval message. Stakeholders review near- and long-term training and education requirements for gaps and shortfalls that could be met by the application of technology. Stakeholders identify products that could support, enhance, or replace existing or planned training and education. For DL courses, organizations should look at current and planned training and education that could be:
 - a. fully converted to a DL Format.
 - b. modified to include a DL prerequisite (e.g., Could the resident course be shortened?).
 - c. augmented by using DL (during or after the course).

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- d. developed to help sustain or refresh skills.
- e. developed to provide skill progression training, particularly where none currently exists.

Recommendations for technology-based products must be submitted using the training and education needs form located at http://www.tecom.usmc.mil/cce/general/gi_tnproposal.asp. The form may be submitted electronically to the CCE.

2. Initial Review. A preliminary review of recommendations is made by the CCE staff for DL courses and Technical Division staff for other technology-based products. Good candidates are retained for further evaluation.
3. Working Group Support. The CCE staff expends significant effort coordinating with stakeholders to mature requests for consideration by the working group. If required, feasibility studies are conducted on recommended DL courses to determine overall suitability for DL delivery and appropriate methods (e.g., interactive multimedia instruction [IMI], video teletraining [VTT], paper-based correspondence courses). Each DL product request is briefed to the working group for prioritization recommendations.
4. Stakeholder Notifications. Stakeholders are notified via naval message of courses or other products to be reviewed and rated by the Training and Education Course/Product Selection Working Group (TCPSWG).
5. TCPSWG Meeting. The TCPSWG assigns candidates an overall value based on operational readiness. The Director, Technology Division, serves as the head of the TCPSWG. Members include representatives from the TRNGCMD, EDCOM, CCE, MCI, and other identified stakeholder organizations. TCPSWG membership is at the 05-06 level and stakeholder organizations designate their own representatives. Organizations requesting products are afforded the opportunity to brief the TCPSWG on recommended courses and products. Briefings may be conducted in person, by telephone, or by video teleconference. The TCPSWG posts a recommended product development list.
6. Final Determination. The Director, Technology Division, and the Director, CCE, evaluate recommended products and determine resource requirements. The Technology Division and the CCE submit their recommendations to the CG for approval. The CCE develops the annual CCE Production Plan based on final approval of the product development list.
7. Notification. The fiscal year course/product development list is published by naval message. Various sponsors begin planning their development efforts.
8. Develop Production Plan. The CCE Courseware Development Section, in conjunction with MCI develops the Courseware Development Production Plan based on the TECOM-approved prioritization of products and resource availability.

4004. DEVELOP LEARNING OBJECTIVES. Marine Corps stakeholders define the learning objectives needed to meet the validated requirement. The Marine Corps Centers of Excellence provide subject matter expertise for the development of DL products. The CCE Courseware Development Section provides assistance, as required, to develop and/or refine appropriate learning objectives to meet the identified requirement. This section also ensures that objectives are appropriate for the development of DL products.

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4005. DESIGN AND DEVELOP CONTENT. Once a DL requirement is validated, prioritized, approved, and placed on the DL product Courseware Development Production Plan, the content must be further refined prior to contracting the development to a commercial firm. In order to minimize the risk and cost of developing a DL product and to accurately define the scope of work required by the development firm, the following requirements must be addressed

1. Investigate other service courseware projects for Marine Corps suitability. Prior to developing a course to meet the validated requirement, the CCE Courseware Development Section investigates commercial DL products and/or sister-service DL developments. The CCE then identifies to what extent it can leverage existing courseware or courses in development to reduce development costs and production time. The primary avenue for this investigation is the Interservice Training Partnerships Working Group. The working group's review is more comprehensive than the review conducted when preliminary requirements are identified. At a minimum, coordination should include the following agencies:
 - a. Army TRADOC
 - b. Air Force AETC
 - c. Coast Guard HPC
 - d. Navy NETC
 - e. JKDDC JMO
 - f. Army National Guard
 - g. Air National Guard
2. Develop course structure and estimated DL hours. In order to contract DL product development to a commercial firm and to minimize costs, the learning objectives developed with the Marine Corps stakeholder must be at least loosely structured in order to properly estimate DL seat hours and the level of interactivity required. Course structure should attempt to optimize the potential for re-use without impacting the learning environment for the validated learning requirement.

4006. OVERSEE PRODUCTION OF DL COURSES/PRODUCTS. Course/product development is contracted to commercial development firms; however, the CCE Courseware Development Section manages the development of each DL product and coordinates all activities of the development team (i.e., the subject matter expert [SME], the commercial development firm, and CCE). The development and activation requirements will vary depending on the complexity and subject matter. However, the target is to deliver new DL training and education solutions 6 to 12 months after a course's starting date on the CCE Courseware Development Production Plan. The following steps are part of every DL product development cycle:

1. Coordinate with Business Operations to develop a request for proposals (RFP). An RFP for every development effort must be created and submitted to one of the CCE contracting vehicles for release to a vendor(s).
2. Conduct formal and informal progress reviews. The CCE PM must conduct periodic progress reviews with the development team in conjunction with defined deliverables to ensure product development meets the identified requirements and remains on schedule and within identified costs.

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3. Coordinate DL product validation. DL product validation consists of content and technical validation. Content validation is conducted primarily by the CCE ISDs and Marine Corps SMEs and focuses on accuracy and instructional integrity of the DL content presented. Additionally, the ISDs review the product for conformance to the CCE Standard Interface and Style Guide. Technical validation is conducted primarily by the CCE PM and the CCE software validation laboratory in accordance with the CCE Courseware Validation Procedures Guide. Software validation ensures conformance with the CCE Courseware Development Technical Manual.
4. Review and accept courseware deliverables. As deliverables are reviewed and accepted, the designated CCE Program Officer communicates acceptance of the deliverable to the vendor via e-mail with a carbon copy to the project COR. This step allows the vendor to invoice and receive payment for completed work.

4007. COORDINATE DL COURSE/PRODUCT VALIDATION. All course and product validation is conducted in accordance with the CCE Courseware Validation Procedures Guide. To ensure the project remains on schedule, the CCE PM should work with the Marine Corps stakeholders early in the development cycle to coordinate user and field testing. The following steps of the validation process occur with vendor support for future developments:

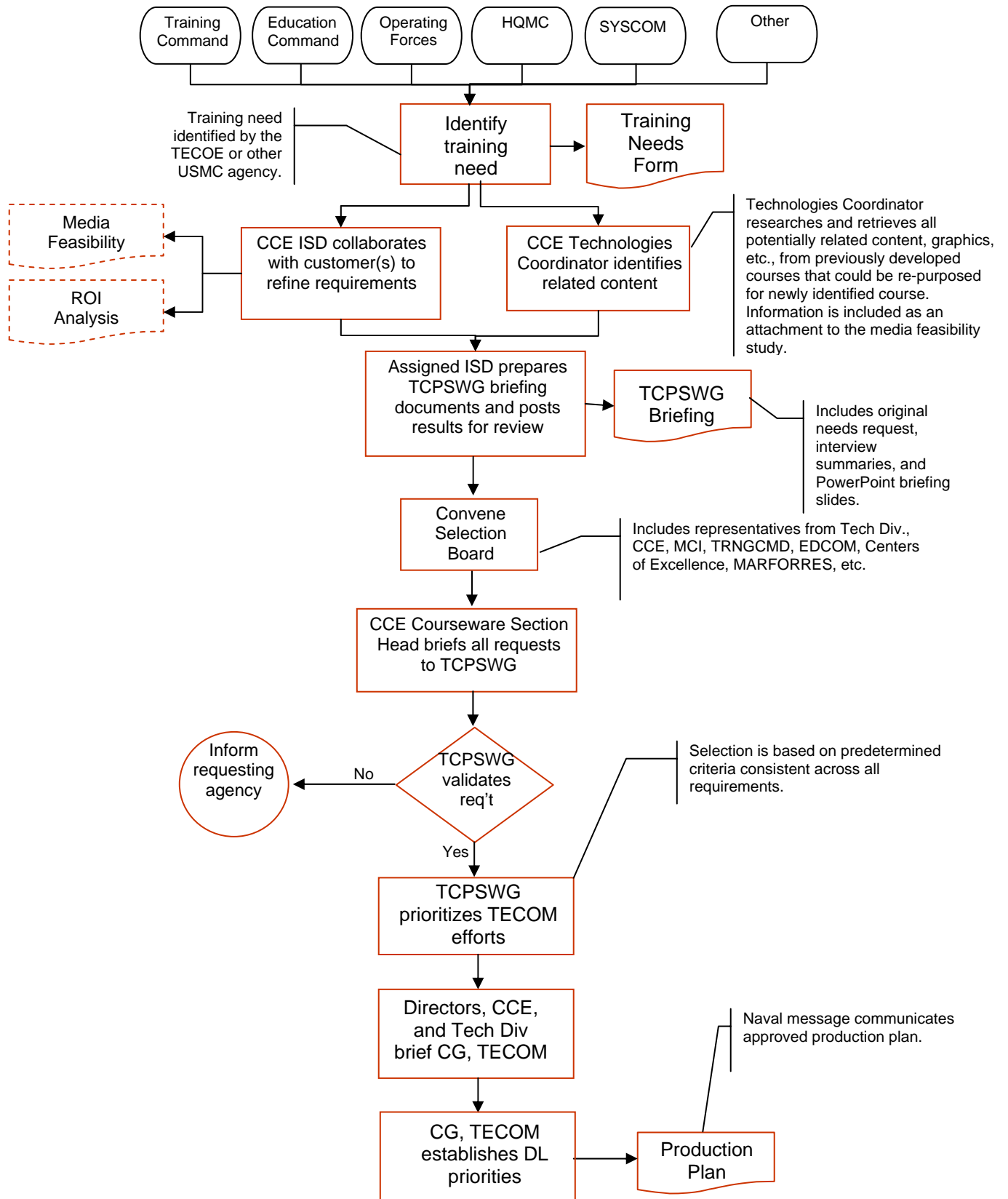
1. User testing
2. Field testing
3. Certification of user test results
4. Certification of field test results

4008. VERIFY TRAINING CONTENT

1. Conduct verification events.
2. Coordinate with the sponsor to obtain course verification subjects.
3. Modify courseware based on validation and/or verification results.
4. Review verification results with IE/IR.

4009. MAINTAIN REFERENCE DOCUMENTS. The CCE Courseware Development Section oversees the maintenance of references (c) and (d) as well as the online standardized interface getting started lesson.

Figure 4-1. DL Course/Product Selection Process



CHAPTER 5

INSTITUTIONAL EFFECTIVENESS/INSTITUTIONAL RESEARCH

CONTENT

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CHAPTER 5

INSTITUTIONAL EFFECTIVENESS/INSTITUTIONAL RESEARCH

5001. GENERAL. Institutional effectiveness/institutional research (IE/IR) is a continuous planning and evaluation process composed of several levels of complementary processes, including planning, assessment, and evaluation of all forms of Marine Corps distance education (DE). IE/IR is an oversight function at the program level within the College of Continuing Education (CCE). This function is closely coordinated with localized IR functions within each CCE department. The IE/IR processes at the program and department levels enhance and improve the institution and demonstrate to what degree the CCE has effectively achieved its stated mission. The CCE IE/IR program involves a systematic comparison of performance to purpose. An effective IE/IR program leads to greater clarity about the overall direction of the CCE and the steps needed to produce desired results, effective allocation of resources, and greater integration of institutional processes. The process also creates a stronger basis for leadership decisions and will increase operational efficiency. The greatest benefit, however, is the continual improvement in the quality of the educational programs and services Marine Corps distance learning (DL) and seminar students receive. The CCE advocates the advancement of programs in support of the Training and Education Command (TECOM) Continuum through interactive multimedia instruction (IMI) hosted on MarineNet, the Expeditionary Warfare School Distance Education Program (EWSDEP), the Command and Staff College Distance Education Program (CSCDEP), and the seminar programs that enhance the EWS and CSC distance education programs.

5002. RESPONSIBILITIES AND CRITERIA. The IE/IR Department is responsible for establishing the CCE data collection and reporting processes and procedures. The IE/IR Department performs the following functions:

1. Oversee research and IE of DE programs.
2. Ensure that IE is coordinated with the EWS and CSC resident programs.
3. Develop, implement, and evaluate IE for DE students.
4. Coordinate with the CCE staff and Regional Coordinators (RCs) in the development and implementation of data collection instruments and in the collection, evaluation, and reporting of data used by CCE staff and RCs.
5. Develop and implement program evaluation instruments.
6. Review external evaluation studies performed by contracted service providers, then coordinate with the Dean of Academics to take appropriate action in preparation for the next Process for Accreditation of Joint Education (PAJE) visit.
7. Collaborate and coordinate with the Centers of Excellence (COEs) for development, implementation, and evaluation of CCE's support of the Training and Education Continuum.
8. Manage the CCE institutional research program and ensure appropriate use of evaluation results.

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9. Develop appropriate evaluation instruments to determine if the CCE's goals are being met.
10. Liaise with the CCE, COEs, GTB, ATB and any other organizations for which training and education programs and products are developed.
11. Maintain copies of evaluative reports.
12. In collaboration with the resident schools, develop instruments for measuring the effectiveness and reliability of DEP course testing.
13. Collaborate and coordinate with the MCI during the development and implementation of questionnaires and surveys that measure the effectiveness of DEP course administration, IMI products, and video teletraining (VTT) courses.
14. Act as the focal point for ad hoc queries and studies as required from the General Accounting Office (GAO) audits, DoD Inspector General audits, the Naval Audit Service, and/or any internal audits mandated by TECOM.

Additionally, the Director, CCE, ensures through the IE/IR Department that all DEPs and seminars meet the following criteria:

1. Distance learning objectives parallel the resident program learning objectives and the original educational requirements.
2. Courses and programs are aligned with the Marine Corps professional military education (PME) and joint professional military education (JPME) requirements per CJCSI 1800.01A.
3. Effective evaluation methodologies are in place for each DEP.
4. Courses and programs are timely, relevant, and practical.

5003. TECOEs, STUDENTS AND FACULTY. Three key ingredients in creating quality distance education and services are students and faculty, as described below:

1. TECOEs. Distance education programs are becoming an increasingly integral part of the Training and Education Continuum, mapping requirements to military occupational specialties throughout the careers of all Marines. To meet the training and education goals along the Continuum, the CCE works with the COEs to identify DEP requirements. As these requirements are identified and re-evaluated annually, CCE creates and/or updates distance education products that are aligned with the TECOE-defined training and education road maps.
2. Students. Student needs are a key factor in all CCE programs. Marine Corps DE students have primary duties other than full-time study; therefore, they must be motivated and challenged to successfully complete their required training or PME. The CCE is accountable for accomplishing all institutional objectives. IE is the mechanism with which the CCE accomplishes these objectives to develop the professional competencies of its students.
3. Faculty Qualifications. In order to carry out the CCE's institutional objectives, quality faculty is a must. At a minimum, faculty members are required to have a bachelor's degree and relevant, practical, and

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professional experience at particular leadership levels (military and/or civilian). These criteria may vary depending on the specific DEP for which a faculty member may instruct. Other considerations include a history of success in continuing education, providing student counseling at professional and graduate levels, instructing in nontraditional adult and applied learning formats using various instructional technologies, and a commitment to student progress evidenced by demonstrated leadership ability. Current faculty qualifications are contained in the statement of work for the CCE's contract with a DEP management services provider.

5004. THE IE/IR PROCESS

The CCE's IE/IR process includes the following steps:

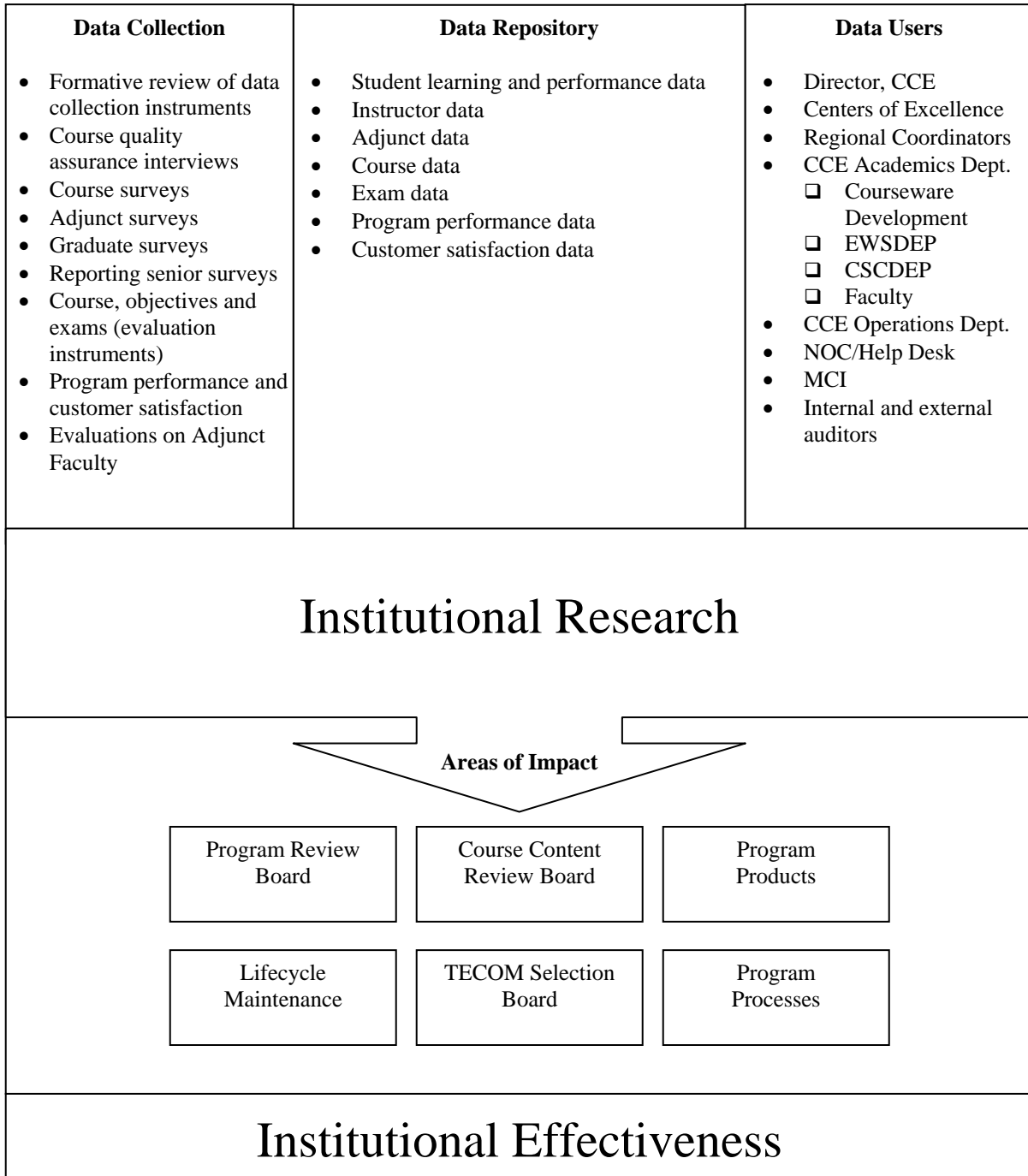
1. Develop a clearly defined purpose appropriate to the CCE mission.
2. Formulate training and educational goals that support the Training and Education Continuum.
3. Develop and implement procedures for evaluating the extent to which these training and education goals are being achieved.
4. Use the evaluation results to improve educational programs, performance support tools, services, and operations.

The following critical tools are used to assess the effectiveness of both the content and delivery of the CCE's distance education programs.

1. Student Evaluation. Timely and relevant feedback is gained by requiring DEP students to complete an evaluation at the end of each course and upon graduation from the program. This evaluation may be completed via hard copy or on-line via the CCE web site.
2. RC/Faculty Evaluation. The RC and adjunct faculty assessment is a critical tool of the CCE IE/IR process. Adjunct faculty must complete a course assessment at the conclusion of each course. In addition, all RCs are required to review the curriculum and discuss their recommended changes at the annual CCE symposium.
3. Graduate Evaluation. Graduate surveys are taken from CCE students two years after who have graduated from our program. Data gleaned from these surveys allows the CCE to determine how the education graduates received has helped them in their new assignment.
4. Reporting Senior Evaluation. When graduate surveys are distributed, they include a reporting senior survey for the graduate to give to his or her reporting senior. Survey input provides insight on the effectiveness of our curriculum from the reporting senior's perspective.
5. Contract Quality Assurance Evaluations. The CCE Operations Department visits all satellite campuses annually to ensure remote site contract personnel are in compliance with the contract. During these visits the RCs, adjunct faculty, students, and graduates are interviewed. An after-action report, with all survey results included, is compiled with an evaluation of the satellite campus site.

6. Evaluation of Adjunct Faculty. Each RC will conduct an Adjunct Faculty Evaluation on all Adjunct Faculty hired to teach in his region every academic year. These evaluations will be forwarded to the Dean of Academics via the PM.

Figure 5-1. The CCE IE/IR Process



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Figure 5-1 depicts the CCE IE/IR process. IE/IR sub-processes are integral to other departments and to processes within the CCE and are represented by the "Data Users" column. Coordination between the IE/IR Department and other CCE departments represented by these Data Users is central to the success of the CCE IE/IR program.

5005. PROGRAM REVIEW BOARD (PRB)

The PRB is the centerpiece of the CCE IE/IR program for its PME DEP.

1. PRB Membership. Any CCE staff member may attend PRB meetings. The following, however, are required to attend all PRBs:
 - a. CCE Dean of Academics (serves as PRB Chair)
 - b. CCE Deputy Director
 - c. CCE IE/IR Officer
 - d. CCE Operations Officer
 - e. CCE Curriculum Officer and Curriculum Writers
 - f. DEP Contract Program Manager (PM)
 - g. A resident EWS representative (for EWSDEP PRBs)
 - h. A resident CSC representative (for CSCDEP PRBs)
 - i. MCU Director of Institutional Research
 - j. Gray Research Center (GRC) Director of Library Branch
 - k. MCI representative
 - l. Representatives from other agencies may be requested on a case-by-case basis.
2. PRB Phases
 - a. The first phase of the PRB process is IE data collection. This step is initiated at the completion of each DEP course. There are two sources for data collection. CCE seminar students complete their survey requirements on-line via the CCE web site while MCI gathers hard copy survey results from independent study students. In addition Graduate survey and Commanding Officer survey data are collected annually.
 - b. The second phase of the PRB process is IE data analysis. The IE/IR Department analyzes the data provided, and, after analysis, an evaluation of the data is prepared and distributed to both the Academics and Operations Departments for the PRB. The report includes a quantitative statement of program and adjunct faculty effectiveness, observations, and recommendations. The Curriculum Officer for the specific PME distance education program reviews the IE data and submits valid recommendations to the PRB via the Dean of Academic's preliminary evaluation report.
 - c. The third phase of the PRB process is the PRB meeting. The Dean of Academics, acting as chair, facilitates a discussion of the preliminary evaluation report.
 - d. During the final phase of the PRB process, the minutes of record, observations, and recommendations are submitted to the Operations Officer, who decides on the issues under his purview. The Dean of Academics authors the final evaluation report. He submits all issues therein for information or decision, as necessary. The Dean of Academics next forwards the final PRB report to the Director,

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CCE, for decision or information, as appropriate, and then distributes the document to the RCs and DEP contract PM.

5006. PROCESS FOR ACCREDITATION OF JOINT EDUCATION (PAJE). PAJE assessment teams are a critical part of our IE program. Team members include senior field grade officers and/or senior Department of Defense civilians from other services and joint colleges. The teams task-organize to assess learning areas and standards. Visits normally last one working week (five days). Detailed preparation is necessary for a PAJE assessment. An institutional self-study is required (The format is provided in reference [a]). The CCE must also provide comprehensive documentation of the curriculum (including lists of current publications used), faculty qualifications, institutional effectiveness programs, and SOPs for all these areas. The CCE Dean of Academics is responsible for developing presentations and matrices that simplify the PAJE team's task. Reaffirmation of accreditation occurs every five years.

PAJE preparation is a shared responsibility within the CCE. The Dean of Academics has the lead. He prepares a plan of action and milestones (POA&M) two years prior to the anticipated PAJE review for execution one year prior to the PAJE team's arrival. The Dean of Academics must transmit the institutional self-study to the PAJE team 45 days prior to the PAJE visit.

The PAJE process is an opportunity for the CCE to sharpen and refine its DEPs. Additionally, the CCE profits from sending faculty as PAJE members to other service colleges. The Dean of Academics coordinates PAJE team nominations. Direct communication from the CCE to the J-7 (PMED) is authorized.

5007. DATA COLLECTION AND EVALUATION. The IE/IR Department is responsible for the data collection and evaluation of all CCE-delivered courseware. This two-stage process evaluates both content and delivery of CCE courseware. This process involves multiple sources for data collection and evaluation. The IE/IR Department downloads, compiles, reviews, and analyzes survey data in support of this two-stage process.

1. Data collection is coordinated with the CCE Academics Department and the MCU, the CCE Operations Department (seminar student surveys, contract quality assurance evaluations), TECOM GTB/ATB (OCCFLD survey data), the MCI (independent student surveys), and the CCE programs customer base (course quality assurance interviews) for the following data categories.
 - a. Student learning and performance
 - b. Faculty, course, objectives, and examinations
 - c. Program performance and customer satisfaction through MarineNet and the MCI Help Desks
2. Data evaluation is conducted on the above categories in order to determine the following:
 - a. Reliability and validity of student exams
 - b. Relevancy of objectives when compared to original requirements
 - c. Validity and relevance of objectives against test items

5008. METRICS

The IE/IR Department prepares and reports on the following metrics:

1. Student learning and performance
2. Adjunct faculty
3. DEP and electronic courses
4. Exams
5. Program performance, including course delivery
6. Customer satisfaction
7. Ad hoc reports per audit requirements

CHAPTER 6

ACADEMIC SUPPORT

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CHAPTER 6

ACADEMIC SUPPORT

6001. PME DEP ENHANCEMENTS. Professional military education (PME) for officers may be completed in residence or through the College of Continuing Education (CCE) Distance Education Program (DEP). Approximately 20 percent of eligible active component officers are assigned each year to attend the resident Command and Staff College (CSC) and Expeditionary Warfare School (EWS). The remaining 80 percent of Marine officers complete the CCE DEP program.

The CCE DEP curriculum is developed by the CCE Academics Department (as discussed in chapter 3) and is embodied in the paper-based and technology-enhanced materials produced and distributed by the Marine Corps Institute (MCI). Successful completion of all DEP course examinations (or approved equivalent courses or programs) constitutes completion of required PME. **A DEP enhancement is any CCE-delivered product or service that helps the distance education (DE) student to complete the DE curriculum.** Enhancements also add value to the DEP curriculum and improve the students' educational experience. The following options are available to students; however, they are not required for DEP completion.

1. Adjunct Faculty-led Seminars. Seminar groups are led by contracted instructors and are managed by the CCE through the Regional Coordinators (RCs) at each satellite campus, including selected Marine Forces Reserve (MARFORRES) facilities. These seminars are restricted to between eight and 20 students per group, waivable to 25 on a case-by-case basis, in order to maintain a favorable student-instructor ratio. Students may enroll in a seminar at any time after the seminar has convened and, in so doing, exceed the 20-student limit. RCs must request a waiver from the CCE Operations Department to exceed the 20-student limit. Only students enrolled in the DEP may take part in the DEP seminar.

Adjunct faculty may teach a maximum of two seminars during an academic year. RCs may, at their discretion, teach a maximum of one seminar full time if it does not interfere with their primary duties. However, should there be a sudden loss of adjunct faculty due to operations tempo, RCs may substitute as required until a new adjunct faculty can be hired.

- a. Weekly Seminar Program. The weekly seminar program meets once a week after hours for approximately two to three hours. Each seminar group follows the same course schedule regardless of location. The schedule is composed by the CCE Operations Department before the academic year begins. The CCE academic year runs from 1 October to 15 June, and both the EWSDEP and CSCDEP take two academic years to complete.
- b. Weekend Seminar Program. Weekend seminars are available primarily for Reserve component Marines through a program funded by MARFORRES (MFR) G-3T and administered by Reserve Affairs Manpower (RAM). These seminars, conducted at various locations throughout the United States, meet one drill weekend a month and are managed by the Reserve RC. Due to contract restrictions, the academic year for the weekend seminar program runs from April to March and allows officers

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to complete the CSCDEP in 12 consecutive months. Transportation, lodging, and per diem cost are covered by MFR. Students are selected for this program through the Reserve PME schools MARADMIN administered by RAM. Once CCE is notified as to how many seminars will be required for the next AY, the Reserve RC obtains the required adjunct faculty support. MFR is responsible for billeting, transportation, and site support. Active component Marines may attend these seminars as well, at their own cost, depending on class availability.

2. Video Teletraining (VTT). The VTT network allows the CCE to reach a larger student population in support of its seminar program. In remote locations where there are not enough students to support a full-size seminar, the CCE uses VTT capability to provide those students video access to an ongoing seminar at another base. The VTT network is also used for various functions, including faculty development, visiting scholar broadcasts, and program coordination.
3. Marine Expeditionary Unit (MEU) Support. The CCE coordinates qualified instructor support to provide EWSDEP and CSCDEP seminars to MEUs underway, as requested by the MEU in advance of its deployment from home port. The CCE's MEU support policy is summarized in section 6003.
4. Visiting Scholars Program. The CCE Visiting Scholars Program is funded by the Marine Corps University Foundation (MCUF) to provide MCU resident school faculty, retired general officers, and subject matter experts (SME) an opportunity to lend their expertise on a selected subject in order to enhance the seminar experience. RCs who have adjunct faculty who desire to take advantage of this program must submit a request for support to the CCE Operations Department 60 days prior to the date of the event. Details on MCUF support are found in Chapter 8.
5. Battlefield Study Program. The Battlefield Study Program is also funded by the MCUF. This program provides officers an opportunity to get out of the classroom and study the sites of famous battles in order to enhance their educational experience. RCs who have adjunct faculty who desire to take advantage of this program must submit a request for support to the CCE Operations Department 45 days prior to the date of the event.
6. CCE Web Site. The CCE Web site is maintained by the Operations Department and contains a variety of information to support CCE students. The student reference section of the Web site contains links to both DoD and joint educational Web sites and online libraries that provide additional research opportunities. Also available to distance students are self-pace texts and presentations, which can be downloaded for specific course lessons.

6002. ADDITIONAL STUDENT OPPORTUNITIES

1. MCU Commencement Ceremony. DEP students may participate in the MCU commencement ceremony onboard Quantico each June at their own expense. RCs must send the names of graduating CSCDEP students who desire to attend the ceremony to CCE Administration and Student Support by the end of April. The Director, CCE, will then send these students a personally signed invitation to the commencement ceremony. The CCE will not fund any regionally sponsored graduation ceremonies.

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2. SAW Application. CSCDEP graduates are eligible to compete for admission into the School of Advanced Warfighting (SAW). CSCDEP student admittance is highly competitive. The CCE administers the application process for all CSCDEP student graduates through the RCs and forwards suitable candidate applications for interview before the SAW selection board. SAW publishes a MARADMIN each fall soliciting applicants for the upcoming academic year.

6003. STUDENT ADMINISTRATION AND SUPPORT SERVICES

1. MCI Support

- a. Registrar. The MCI provides registrar functions for CCE distance education programs through the Marine Corps Institute Automated Information System (MCIAIS). All CCEDEP students must enroll in MCIAIS before they can participate in any seminar program. MCIAIS tracks individual student course and program progress and grades and verifies course and program completion. Course examinations are graded via high-speed scanner, entered into MCIAIS electronically, and then forwarded to each student's permanent record in the Marine Corps Total Force System (MCTFS).
- b. Courseware Production and Distribution. These MCI functions include pagination and printing of courses and mass production of CDROM enhancements, storage and security of DEP course components, preparation of program packages for mailing, and DEP course package delivery via the United States Postal Service.
- c. Web Site. The MCI Web site provides easy access for students to enroll online for either CCE DEP program and provides a link for students to request transcripts.
- d. Help Desk. The MCI provides DEP student support services through various channels, including an 800 number, e-mail, and walk-in personnel services.

2. CCE Support

- a. International Students. The funding for international students is governed by Foreign Military Sales (FMS) rules and is processed through the Security Cooperation Education and Training Center (SCETC) at TECOM. An RC who receives a request for an international student to enroll in either CSCDEP or EWSDEP must review the request and provide a recommendation (with supporting justification, comments, and analysis) to the CCE Operations Department. The CCE will then make a final judgment and notify the RC. If the CCE approves the request, the requesting organization must send a formal request to the local JUSTMAG, then to SCETC, for review and approval. SCETC will forward the request to the CCE for conformation and approval prior to acting on the request. All international student issues originate from the student's adjunct faculty and are routed to that faculty's RC for review and comment. The RC then forwards the issue to the CCE Operations Department prior to any action being taken.
- b. Waivers. The Director, CCE, grants waivers to Marine officers who are PME complete for their grade but desire to begin PME at the next

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level. Captains and CWO3s who have completed their career-level PME may enroll in the CSCDEP by requesting a waiver; however, Marines are allowed enrollment in only one PME program at a time as per reference (b). The course is open (without waiver) to other armed service active or reserve officers (O-4 selects and above), federal government employees (GS-12 and above), and to approved international military officers who meet the prerequisites. To request a waiver, students should contact an RC who will verify that they are PME complete and e-mail a waiver request to the Student Support Officer. If approved, the request is then sent to the MCI for enrollment. All waivers for enlisted personnel are approved by the SgtMaj MCU. MSgts and above can request a waiver for entry into CSCDEP by following the instructions on the MCU Staff Academy Web site. Staff sergeants and below will not be granted permission to enroll in the CSCDEP. Lieutenants, CWO-1s and CWO-2s, and GySgts also will normally not be allowed to enroll, but requests may be considered on a case-by-case basis. A/EWS is open to all officers and SNCOs but is closed to E-5 and below. DEP enrollment is restricted to ensure Marines are PME complete for their grade prior to enrollment in additional PME programs.

- c. Equivalency. Equivalency for CSCDEP courses is granted as listed in Appendix B. To be ILS PME complete, Marine officers must complete the resident CSC, the CSCDEP, or another service's ILS resident or nonresident equivalent school. However, graduates of other service schools must also complete CSCDEP courses 8804 and 8805 (referred to collectively as 8845 by the MCI for administration and reporting purposes) as directed in MARADMIN 423-99. There are several other courses offered by various Marine Corps schools and the Naval Postgraduate School that have been authorized as equivalent to specific CSCDEP courses. Students who have completed any of those courses listed in Appendix B and wish to receive equivalent CSCDEP credit must submit a request to the Director, CCE. To request a waiver the student should contact an RC, who will verify that the student has completed the equivalent course and then e-mail a waiver request to the Student Support Officer. If approved the request will then be sent to MCI for processing into the student's record. Note: the official record of PME completion is the database maintained by the MCI. The MCI and the CCE do not track other service and equivalent Marine Corps school course completions. It is the individual officer's responsibility to ensure that his or her MCI record accurately reflects PME completion. Officers are also encouraged to ensure accuracy and completeness of their master brief sheet and official military personnel file by contacting CMC (MMSB). The CCE Student Support Department or an RC will provide a letter of PME completion upon request.
- d. Diplomas. The CCE Operations Department prepares diplomas every two months for students who complete the CSCDEP or EWSDEP. RCs must forward to the CCE Operations Department the names, ranks, Social Security numbers, and addresses of students who complete either DEP in that time period. Graduate information must be in a Microsoft Access database file. The CCE Operations Department creates and publishes the diplomas via electronic signature and mails them to the RCs as requested. Upon request, RCs may be authorized to print and distribute CCEDEP diplomas locally if they have the appropriate materials.

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- e. Web Site. The CCE Web site contains program information, course schedules, answers to frequently asked questions, and seminar schedules for the CCE satellite campuses. It also provides access to the CCE staff to DEP students who have content inquiries. All student inquiries are collected by the CCE Operations Department and are staffed to the Academics Department for appropriate action.
- f. Student Progress Evaluation Board (SPEB). SPEBs are administrative in nature, not disciplinary. As such, the purpose of the SPEB is to provide a forum for resolution of a wide variety of student-related issues, including extended absences, substandard academic performance, attitudinal problems, and violations of professional ethical standards or integrity. Any CCE faculty or staff member may recommend to the Director, CCE, through the Deputy Director, that a SPEB be convened. However, the decision to convene the board rests solely with the Director. The SPEB will convene within five working days of the Director's decision that a board is required, or as soon as practicable.

3. Regional Coordinator Support

- a. Testing/Remediation. All RCs provide testing and remediation services for any CCEDEP student regardless of whether or not the student is enrolled in the CCE seminar program. For independent study students who require remediation, RCs may request the appropriate exam from the MCI through the CCE Operations Department for review to aid in the student remediation.
- b. Grading. All RCs provide immediate grading for any CCEDEP student regardless of whether or not the student is enrolled in the CCE seminar program. RCs forward a weekly grade report to the CCE contractor's representative, who compiles the data and forwards it to the CCE Operations Department. This weekly grade report is then forwarded to the MCI for input into MCIAIS.
- c. Seminar Enrollment. RCs manage all seminar enrollment on a first-come, first-served basis. Students may drop from a seminar at any time as their workload demands with no negative impact on their student record.

4. MEU Seminar Support

- a. MEU commanders should request EWSDEP and CSCDEP seminar support from the CCE via the RC as early as reasonably possible in the deployment workup and no later than D-00. (For the purposes of these procedures, D-day is defined as the day the MEU deploys.) The CCE generally does not support requests forwarded after the MEU is underway.
- b. Only officers both enrolled and in possession of the required DEP course materials prior to the MEU's departure will be considered eligible for participation in an underway seminar.
- c. The RC is responsible for direct liaison and coordination with the MEU.

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5. MEU Support Action Required

a. Regional Coordinators, MCB Camp Lejeune and MCB Camp Pendleton. The RC must brief the MEU commander on CCE underway seminar policies and procedures as early as possible in the MEU's training workup.

- (1) The RC should urge the MEU to enroll officers early in the training workup and forward its request for seminar support in a timely manner. The request must be forwarded no later than D-00.
- (2) The RC represents the CCE's interests when describing support available to the MEU commander. The RC should stress the following:
 - (a) The CCE intends to support MEUs with underway seminars, but real-world constraints exist. Consequently, the CCE requests the required information (number of enrolled students who have course materials) early in the process.
 - (b) The CCE does not have staff on-hand to instruct the seminars and, therefore, relies on instructors from the resident schools to provide underway instruction.
 - (c) The CCE does not command or control the instructor population and cannot guarantee the availability of instructors.
 - (d) The CCE does not carry course materials to the MEU. The responsibility for ensuring that students are enrolled and have course materials rests with the individual students and the MEU.
 - (e) The requested lead-time (no later than D-00) is critical to providing the requested support. The resident schools rarely are able to meet late requests.
- (3) The RC must endorse and forward MEU seminar support requests to the Director, CCE, no later than D-00.
- (4) The RC liaises directly with the MEU for all required support. The CCE Operations Department and the seminar instructor should be sent copies of all seminar-related e-mails.
- (5) The RC checks the proposed student seminar participant list against the MCI database to determine the enrollment status of each student.
- (6) The RC then forwards the list of proposed EWSDEP and CSCDEP seminar participants to the CCE.
- (7) The RC arranges lodging and local travel for the instructor upon the MEU's return to port.

b. CCE Operations Department Responsibilities

- (1) Schedule the seminar instructor.

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- (2) Liaise with the appropriate U.S. Navy Amphibious Group (COMNAVPHIBGRU). After initial informal coordination is completed, send a naval message to formally request authority to place an instructor aboard ship.
 - (3) Review all after-action comments for necessary changes to the CCE policies and procedures.
 - (4) Coordination with the MEU should be handled via the RC. Direct liaison with the MEU by the DEP officer should be avoided unless absolutely necessary.
- c. CCE Administration. Coordinate appropriate orders for the seminar instructor.
- d. Seminar Instructor
- (1) Begin making all travel arrangements and coordination with the MEU no later than 30 days prior to departure to meet the MEU.
 - (2) Civilian instructors must acquire a passport prior to making travel arrangements.
 - (3) Submit a detailed after-action report (AAR) to the CCE Operations Department within 15 days of returning to the continental United States. The AAR should be in topic/discussion/recommendation format.

6004. FACULTY DEVELOPMENT. The importance of developing the CCE faculty on a regular basis is analogous to the importance of ongoing training and education for all Marines. "Faculty" is defined as the CCE's full-time faculty and staff, RCs, and adjunct faculty. The objective of the CCE faculty development (FD) program is twofold:

1. The continued improvement in the quality of instruction across the broad range of CCE DE instructional delivery systems
2. The ongoing enhancement of DE student learning through the process of developing faculty mentoring, advising, and teaching competencies.

The CCE FD program is a continuous process designed with a variety of avenues that provide FD support. The program ensures the faculty is

1. current in the interdisciplinary and multimission aspects of the CCE's curricula.
2. current in student mentoring and advising techniques. These techniques use e-mail, face-to-face and telephonic exchanges with individual students and groups of students to provide constructive feedback on academic performance.
3. updated in DE, platform, and other instructional methods.
4. informed on the latest theories in DE.

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5. knowledgeable of the Commandant of the Marine Corps' (CMC) existing and planned PME and training policies as they affect CCE curricula and delivery systems.
6. current on CCE policies, IE results, evolving trends (e.g., global threats, PME) and other matters affecting the PME of Marines enrolled in the CCE's DEPs.

Delivery of FD content must be a diversified process. The CCE's diverse delivery methods use the RCs as our primary proponent for extending the CCE's FD capabilities and also include the delivery of instructional materials, both electronically and by mail.

1. Annual CCE FD Symposium. Attendance at the CCE FD Symposium is imperative and actively enforced. Insufficient or inadequate FD will prevent the CCE from accomplishing its educational mission. The fundamental reason for this emphasis is that learning degrades over time as faculty competencies fall behind the pace of new policies, procedures, and knowledge. The annual CCE FD Symposium develops the knowledge, skills, and abilities of the CCE staff and RCs. It is the primary means by which the CCE delivers FD to its RCs and adjunct faculty. The symposium is hosted by the CCE at Quantico, Virginia, in June and normally lasts five days. The symposium provides an annual forum for FD workshops and discussions of lessons learned to help the attendees better perform their duties.
2. Adjunct Faculty Web Page. The timeliest method used to pass information and share ideas relating to the CCE DEPs is the password-controlled CCE faculty development Web page. This secure site provides all CSCDEP faculty members access to specific lesson support material, including resident faculty lecture notes and a password-controlled discussion forum in which faculty and adjunct faculty can share seminar ideas and information.

6005. EDUCATION CONSORTIUM. The CCE works in conjunction with TECOM G-3 supporting the Education Consortium. The purpose of this working group is to support TECOM's enlisted professional military education and training initiative by serving as the Marine Corps' test bed for MOS roadmap development, implementation, and assessment of selected MOSs. The Consortium, a pilot program initiated by the Marine Corps Requirements Oversight Council (MROC) in 2003, is designed to improve the coordination of all lifelong learning programs across the Training and Education Continuum in order to ensure effective, cohesive support of these programs and to promote maximum institutional and individual MOS proficiency and career development. The Consortium works to develop standard operating procedures (SOPs) that foster improved communication and coordination for mutual support between TECOM, M&RA (MRV), MCCA, and Base Education in coordinating lifelong learning programs.

6006. ACCREDITATION. All CCE DL courses undergo an accreditation process through the American Council on Education (ACE). The CCE ACE coordinator, in conjunction with TECOM Ground Training Branch (GTB) and MCI, works through the Defense Activity for Non-Traditional Education Support (DANTES) via the Department of the Navy to obtain funding support. This funding is allocated to the ACE in support of USMC Programs of Instruction (POI) from the TECOM Centers of Excellence and CCE/MCI DL courseware for the accreditation

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process. For a detailed list of responsibilities for the Education Consortium and Accreditation Officer see Appendix A.

CHAPTER 7

INFRASTRUCTURE

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CHAPTER 7

INFRASTRUCTURE

7001. SATELLITE CAMPUSES. The College of Continuing Education (CCE) has seven satellite campus locations worldwide. Each satellite campus is managed by a Regional Coordinator (RC) who facilitates the CCE professional military education (PME) seminar program. The RCs are responsible for all CCE student support services for their geographical region. The CCE Operations Department manages the CCE satellite campus network and provides all required support to the RCs. CCE satellite campuses are located at MCB Quantico, Virginia; MCB Camp Lejeune, North Carolina; NAS Pensacola, Florida; MCB Camp Pendleton, California; MCAS Miramar, California; MCB Hawaii; and MCB Camp Foster, Okinawa. The Quantico RC also provides dedicated support to the Marine Corps Reserve and administers the Reserve weekend seminar program. CCE satellite campus support is provided through memoranda of understanding (MOUs) signed between the Commanding General (CG)/Commanding Officer (CO) of the appropriate base/command and the CG,TECOM. These MOUs outline the relationship and responsibilities between the CCE and appropriate local command for support requirements to our satellite campuses. The Operations Department maintains copies of these MOUs. Appendix C lists the CCE satellite campuses and associated RCs as well as their area of responsibility (AOR).

7002. MARINET LMS. The CCE provides the infrastructure upon which technology-based instruction is delivered to Marines when and where training is needed. Courseware is delivered via the Marine Corps Learning Management System (LMS) known as MarineNet. The purpose of a LMS is to manage student access to distance learning (DL) products and services and to store student online training progress and history. The MarineNet LMS allows eligible users to do the following:

1. Create accounts in LMS
2. View the distance learning course catalog
3. Enroll in Web-based, paper-based, and CDROM courses
4. Enroll in a distance learning curriculum
5. Launch online courses
6. Review their course progress
7. Review their distance learning transcript history
8. Take online tests and receive credit
9. Print completion certificates
10. Generate pre-formatted and customized reports

When a registered user logs into MarineNet he or she can view all the courses offered by the system and can *request* enrollment in any distance learning course. Enrollments in DL courses are managed through access levels and course prerequisites. In the MarineNet LMS, users are assigned an access level that governs their ability to enroll in certain Marine Corps DL courses. Active-duty and Reserve Marines are the predominant student population and are granted access to all courses in the catalog. Government civilians, military personnel from other services, contractors, family members and retirees are granted lower access levels restricting their enrollment to certain courses. In addition, users accessing the LMS from remote locations may be limited to enrolling in paper-based or CDROM courses.

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MarineNet takes into account the mobility of Marines and allows users to interact with the system regardless of their location. Finally, MarineNet provides student progress reports to the manpower and personnel system for update in the official student records.

1. LMS Development. The current MarineNet LMS is based on the THINQ Learning Solutions LMS (Version 4.x). THINQ was selected through a joint effort with the U.S. Navy in May 2001. In order to support the Marine Corps' unique DL requirements, the THINQ LMS went through a lengthy customization phase.

Customizations to the THINQ LMS focused primarily on integration into the MarineNet network and system architecture. Specifically, customization efforts were required to integrate with the Marine Corps Institute Automated Information System (MCIAIS) and the Defense Manpower Data Center (DMDC) databases and to develop a deployable solution. MCIAIS is the database of record for formal Marine Corps DL training and distance education programs; therefore, all MCI course enrollments and completions require prior MCIAIS approval. The authenticity of Department of Defense (DoD) users who attempt to log in to the LMS must be validated against the MCIAIS and DMDC databases. The deployable capability required additional customizations to ensure Marines in remote locations (e.g., deployed aboard ship or in the field) can access DL resources and have their progress data updated in the centralized master LMS when conditions permit.

2. Operational Capability. The MarineNet system enables three operational environments (figure 7-1):
 - a. Garrison environment
 - b. Internet environment
 - c. Deployed environment

The MarineNet LMS has been adapted to operate in all three environments while preserving the simplicity of a single system. MarineNet is accessible from the garrison/on-base environment and for home users via the Internet.

A MarineNet user has only one account to manage. That account may be used to access the LMS from any of the three operational environments. To keep training records up-to-date, user account information and progress data is regularly synchronized with all subsystems and external systems.

All MarineNet operational environments operate as a single enterprise system. Each operational environment provides unique challenges; however, the LMS is configured to ensure that MarineNet students receive a consistent learning environment.

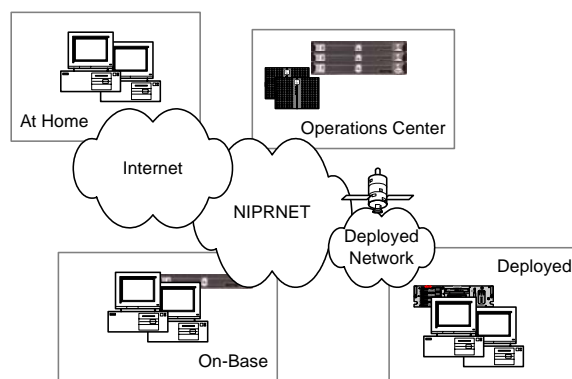


Figure 7-1: MarineNet Architecture Overview

Local caching of student progress information and periodic updating with the centralized system ensures students view the same interface and information even in the deployed environment.

Since MarineNet LMS interfaces directly with MCIAIS and DMDC, interface control documents were created (reference [e]) and an MOU between the DMDC and Web Guard Client, U.S. Marine Corp Distance Learning, was established.

The MarineNet Network Operations Center (NOC), system servers, databases, and helpdesk services are located in the Special Communications Requirements Division building, NAS Webster Field, St. Inigoes, Maryland. References (f) and (g) explain the detail workings and operations of the MarineNet LMS.

7003. HOSTING COURSEWARE ON MARINENET. This term refers to the CCE's ability to distribute electronic training and educational materials via MarineNet. Current CCE hosting services include distribution of online courses, electronic exams, and learning references. The CCE can host most types of electronic information that organizations wish to make available to all Marines worldwide. MarineNet supports the hosting of three categories of materials:

1. Foremost is MarineNet's capability to distribute online courses. These online courses are designed as self-contained instruction to support specific Marine Corps learning requirements. Within MarineNet, courses are listed in the course catalog. The catalog groups courses by Marine Corps training courses, Marine Corps Institute courses, and business and information technology courses.
2. A second class of hosted products is electronic examinations. Electronic examinations consist of multiple-choice tests that provide real-time grading and student feedback. Most online courses have associated electronic end-of-course examinations that are used to validate course completion. However, MarineNet also supports electronic tests not associated with MarineNet instructional products. These types of examinations can be custom created to meet the needs of specific Marine Corps agencies and commands. These examinations can be accessed via the MarineNet course catalog.

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3. The last type of hosting that MarineNet provides is for learning references. Reference items consist of learning products in the MarineNet library. References are grouped into courses, job aids, and reference materials. MarineNet does not track enrollment or completion of references in the library section.

7004. MARINE CORPS SYSTEMS COMMAND (MARCORSYSCOM) PARTNERSHIP. The CCE Operations Department works closely with the PM, Training Systems, MARCORSYSCOM, to field equipment and facilities such as learning resource centers (LRCs) and automated electronic classrooms (AECs). MARCORSYSCOM helps the CCE to identify potential sites, prepare them for fielding, and establish a fielding schedule. Additionally, MARCORSYSCOM facilitates the fielding of new equipment, such as the deployable learning resource center (DLRC), to receiving bases.

7005. LEARNING RESOURCES CENTERS (LRCs). Electronic courseware is accessible from any network-connected PC on base/station where MarineNet has been installed. Also, the CCE has fielded more than 35 LRCs to provide access to Marines who do not have a computer available during the normal course of their Marine duties. Each LRC contains approximately 20 to 40 computer workstations, which are available during and after normal working hours. These LRCs are staffed with a full-time facilitator who can help users access online courseware. Additionally, LRC facilitators can administer electronic tests and provide users with general MarineNet information. Appendix D contains a list of CCE LRC locations.

LRCs should be located aboard bases where they will be near Marines who will use them. The Operations Department liaises with the Installation Distance Learning Coordinator (IDLC) for potential LRC locations and coordinates with the Special Communications Requirements Division (SCRD), Naval Air Systems Command (NAVAIR) to conduct site surveys at potential LRC locations.

7006. DEPLOYABLE LEARNING RESOURCE CENTERS (DLRCs). The DLRC is a hardware component of the Marine Corps Distance Learning Program (MCDLP) that provides Marines with access to electronic courseware while deployed aboard ship or from remote locations ashore. The system offers nearly the same functionality as garrison-based LRCs and incorporates a modular design for maximum configuration flexibility. Fifty-four DLRCs will be fielded at the MEF level by FY06 for subsequent assignment to operating forces as determined by the Commander.

Each DLRC consists of a server, a network switch, a printer, and 20 laptop workstations. The server stores and distributes all electronic training courseware and hosts the necessary management tools to monitor, test, and record student progress. The system is capable of serving remote user workstations by connecting to external networks, including shipboard local area networks (LANs), shore-based metropolitan area networks (MANs), and wide area networks (WANs).

1. Shipboard Deployment: The DLRC may be deployed aboard various Navy ships and may interface with the ship's LAN to provide all Marine Corps- and Navy-approved users access to training courseware. As a self-contained learning system, the DLRC is designed to place little or no burden on limited ship-to-shore bandwidth resources.
2. Remote/Fixed-Base Site Deployment: The DLRC may also be deployed with Marine expeditionary units (MEUs) and other operational units to land-based remote sites. The system can be configured to operate in expeditionary environments or in existing facilities in order to provide

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training opportunities that were previously unavailable. Similar to shipboard application, the DLRC can interface with existing LAN/MAN/WAN networks to provide all approved users with access to DL courseware.

3. Reach-back Capability: If available connections exist, the DLRC can use a reach-back mode to connect with MCIAIS for information updates. This operation does not require significant time or bandwidth allotments and allows for training program management, student tracking, and DL course enrollment. Upon course completion, student training records are updated electronically in the Marine Corps Total Force System (MCTFS). The development of the DLRC is an extension of the MCDLP's mission to increase operational readiness by providing increased training opportunities to Marines anytime, anywhere.
4. Equipment Request for Deployment: The CCE Operations Department supports deploying units in their desire to use the DLRC. A CCE representative may brief deploying Marine units, whether active or reserve, on the capabilities of the DLRC. The CCE also facilitates coordination between the deploying unit and the IDLC. As the base's designated government distance learning representative, the IDLC takes initial possession of the base's DLRC allotment and controls the inventory from thereon. Deploying units request DLRCs via an automated inventory control system. The IDLC reviews and approves or disapproves all DLRC requests from units within his geographic area of responsibility. A CCE representative facilitates this process whenever necessary.

7007. AUTOMATED ELECTRONIC CLASSROOMS. The automated electronic classroom is an open-architecture, Windows NT-based PC system that provides instructors and students with a technology-enhanced multimedia learning environment that amplifies the learning experience. Under the Training and Education Modernization Initiative (TEMI), the Marine Corps DL program fielded 19 AECs at formal schools across the Marine Corps. Appendix E contains a list of AECs. AECs allow hands-on interaction by merging electronic instructional materials such as lesson plans, trainee guides, interactive electronic technical manuals, video, graphics, and other interactive multimedia instructional (IMI) products into a cohesive, multimedia training package. AECs improve student comprehension and can greatly reduce course length.

The typical AEC consists of 30 student work stations, an instructor presentation station (IPS) and one to three instructor preparation centers (IPCs). However, the AEC can be configured to the specific teaching requirements of the formal school. The AEC consists of the IPS networked with the student workstations, a projection system, a laser printer, a document camera, video and audio switching equipment, and a student response system. The video and audio switching equipment allow the instructor to control the student workstations, and the student response system permits two-way communications with individual students separately or with the entire class simultaneously.

Along with the IPS is a remotely located instructor preparation center (IPC). The IPC provides a dedicated electronic preparation center for developing electronic instructional materials. The IPC resembles an IPS with the addition of a color scanner, a CD reader/writer, and authoring software that enables the instructor to develop and integrate the media used in the classroom.

AECs may also serve as LRCs when formal instruction is not in progress. Generally, when an AEC serves in this dual role, a monitor is assigned to

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assist LRC users. In this capacity, the AEC provides the same functionality as an LRC, giving MarineNet users full access to the entire catalog of MarineNet courseware.

7008. MARINE CORPS SATELLITE EDUCATION NETWORK (MCSEN). MCSEN is a fielded network of 27 video teleconferencing systems that provides Marines with the opportunity and flexibility to obtain PME, training, and college degrees via distance learning. Currently, MCSEN systems are located at 17 installations in the continental United States and at five installations abroad. Appendix F lists VTT site locations and quantities as well as DL programs that are delivered outside the CCE.

MCSEN is funded through a modification to the Navy VTT contract. This contract provides the Marine Corps MCSEN equipment an extended warranty, regional technical support, bridge technical support, and master scheduling. Specific instructions for requesting MCSEN services is available through the CCE Web site.

7009. INFORMATION SECURITY. The CCE Operations Department is the information security point of contact for MarineNet. As such, the Operations Department representative reviews, signs, and forwards to the Marine Corps Network Operations and Security Command (MCNOSC) all server certificate requests. The representative also coordinates MarineNet firewall exemptions and network requests with Navy/Marine Corps Intranet (NMCI) and MCNOSC personnel.

7010. INFRASTRUCTURE USAGE. The Operations Department is tasked with evaluating MarineNet infrastructure usage. Therefore, the Operations Department obtains facility usage data and survey reports for analysis and evaluation. The Operations Department representative coordinates with MARCORSYSCOM and NAVAIR to evaluate the data. Based on the infrastructure usage data, the Operations Department may recommend realignment of distance learning assets or NMCI seats.

7011. INTERNAL CCE ASSETS. The CCE Operations Department manages all internal CCE computing assets. These assets consist primarily of computing equipment needed to accomplish the CCE mission. The Operations Department coordinates all NMCI issues and maintains responsibility for managing NMCI databases and answering data calls.

Additionally, the Operations Department serves as the CCE's information systems coordinator (ISC) and, in this capacity, interfaces with TECOM/NMCI helpdesk staff to help CCE personnel resolve desktop computer and network problems. This area of responsibility also includes submitting software waiver requests for nonstandard software when necessary. The Operations Department also coordinates with the RCs for any information technology support requirements the RCs may have.

CHAPTER 8

BUSINESS OPERATIONS

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CHAPTER 8

BUSINESS OPERATIONS

8001. GENERAL. The Business Operations Manager (BOM) serves as Head, Business Operations Department, and is a key manager of the College of Continuing Education (CCE) Marine Corps Distance Learning Program (MCDLP) and Distance Professional Military Education Program (DPMEP). The Department's primary responsibilities include resourcing both programs and managing the CCE's internal operations. As the Director, CCE, principal business manager/advisor, the BOM is the primary point of contact for all CCE financial, business, and contracting issues. The BOM also serves as the CCE Administrative Officer and oversees the CCE Edumarketing/Customer Outreach Program (E/COP). Members of the Business Operations Department include the Assistant BOM/Program Analyst, Administrative Chief, Administrative Clerk, and E/COP Coordinator. These personnel assist the BOM with all CCE business, administrative, and E/COP functions. The BOM serves as reporting senior for all officers, SNCOS, Marines, and civilian Marines assigned to the Business Operations Department. This chapter discusses business operations only. Chapter 2 explains CCE administrative procedures.

8802. PROGRAM FUNDING. The MCDLP is managed jointly by CCE and the Marine Corps Systems Command (MARCORSYSCOM). The program provides electronic distance education to Marines worldwide. The Operations and Maintenance (O&M) portion of the program budget provides funds for courseware development, contract logistic support (CLS), internal contractor support, civilian government salaries, and a variety of other program requirements. O&M funds are managed by the BOM. The Procurement Marine Corps (PMC) portion of the program budget provides funds for infrastructure components (e.g., computer workstations, servers, peripherals) and is managed by the MCDLP Project Officer (PO), MARCORSYSCOM, and Program Manager, Training Systems (TRASYS). The BOM must continually interface with the SYSCOM PO to ensure O&M and PMC funding efforts are coordinated.

The DPMEP develops and delivers required professional military education (PME) to more than 80 percent of Marine Corps majors and captains. The program is funded from a portion of the Training and Education Command (TECOM) professional development funding line. Only O&M funding is associated with the DPMEP. Program funds are used for the DPME support contract, which provides regional coordinators, adjunct faculty, and other requisite DPMEP support. DPMEP funding also provides for civilian government salaries and other internal CCE requirements.

The BOM is responsible for the financial planning and execution for all MCDLP and DPMEP O&M efforts. The BOM also maintains a material/supplies and a TAD account. These accounts are funded from both the MCDLP and EPME accounts and are managed by the Administrative Chief. Additionally, a subject matter expert (SME) account is funded by the TECOM Financial Management (FM) Branch and managed by the Administrative Officer. This account provides travel/TAD funds for government SME support required for various CCE projects.

8003. PROGRAM OBJECTIVE MEMORANDUM (POM)/PROGRAM REVIEW (PR) PROCESS. Marine Corps organizations with programs that require funding compete in the POM. The POM is on a biennial cycle and takes place in even years. The PR is conducted in odd years, between POM cycles, to adjust the previous year's POM

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and address new requirements. The T&E POM is part of the Marine Corps POM, which is part of the Department of the Navy POM, which is part of the overall Department of Defense POM. The POM process involves a series of briefings and presentations. These presentations begin with the core setting. The core includes programs that Headquarters Marine Corps, Programs and Resources (P&R), determines will be funded and will not have to compete in the POM. For programs not included in the core and for those only partially funded by the core, the next step is typically the program evaluation group (PEG). There are six PEGs that support various general Marine Corps program groups. Both the MCDLP and the DPMEP are included in the Manpower PEG. During the summer timeframe, the TECOM Financial Management Branch requests input for POM/PR submissions and will specify the exact format to be used. If program funding for the POM/PR years is deemed insufficient, the BOM develops an initiative and presentation to the PEG. The PEG presentation for both the POM and PR is typically made in the February/March timeframe.

The initiative is prioritized by the PEG and forwarded to several other levels for review. However, the PEG is typically the only level that requires BOM presentations. The result of this process is a prioritization of Marine Corps programs and associated levels of funding. Requirements always exceed requirements; therefore, not all POM initiatives are funded and some are only partially funded. If a POM initiative is approved, a funding ceiling is established for six years. The first two fiscal years of funding are usually pretty solid. In the out years, however, funding is subject to change. Other high priority programs and initiatives may attempt to have projected funding diverted to support their program or initiative. Modifications typically are made at Headquarters Marine Corps P&R. The BOM and his staff will likely have to defend MCDLP/DPMEP funding fairly regularly. This task is accomplished by answering various "hot" inquiries that generally come from the TECOM FM Branch. The CCE must ensure that all MCDLP-related responses are coordinated with the SYSCOM PO and that these responses are consistent with the those given in past requests. The P&R analysts will not forget the story told or numbers that are presented.

8004. FISCAL PLANNING. The government fiscal year begins on 1 October. During the July/August timeframe the BOM develops the CCE/MCDLP/DPMEP spending plans for the upcoming year. The MCDLP plan, which was based on assumptions that existed during preparations for POM 00, provides requirements for fiscal year 2000-2005. Many items in the plan will have changed; however, the original plan serves as a useful point of departure. DPMEP funding is part of the TECOM professional development funding line. Past DPMEP budget plans are available as points of departure for annual spending plan development. An excellent starting point for development of both spending plans is to review the previous year's spending plan and take into consideration proposed changes and modifications. Annual spending plans are developed in coordination with the Director, CCE, other department heads, the technology advisor, and the SYSCOM PO. Aspects of the plan to consider are listed below:

1. MCDLP

- a. Infrastructure to be fielded (e.g., facilities upgrades)
- b. CLS (should be estimated by MARCORSYSCOM PO)
- c. MITRE support for technical consultation
- d. Required contract support (e.g., NAWC AD/NAWC TSD)
- e. Instructional design support
- f. Projected courses for development (targeting board results)

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- g. Government salaries
- h. Other requirements

2. DPMEP

- a. Regional Coordinator requirements
- b. Adjunct faculty requirements
- c. SME/course development support requirements
- d. Government salaries
- e. Other academic or administrative requirements
- f. Print requirements

3. Internal CCE Operations

- a. Travel/TAD
- b. Maintenance and supply
- c. Government SME
- d. Marketing plan
- e. Other requirements

8005. BUDGET EXECUTION. Shortly after 1 October, after the annual federal budget is approved, the CCE receives the annual funding ceiling for both programs. This funding should closely resemble the amount authorized by the POM, plus or minus adjustments. The POM authorizes funding for six years (POM year plus five). For the MCDLP, the CCE will receive only the O&M portion. The SYSCOM PO will have access to the PMC portion. Transfer of O&M funds to MARCORSYSCOM to provide for MCDLP CLS should be the first MCDLP transaction of the fiscal year. CLS is funded with O&M dollars; however, the SYSCOM PO executes the contract. The first DPMEP transaction will be payment in full of the DPME support contract. Other transactions will be made as required. A budget transaction usually is accomplished as follows: Determine what needs to be funded. Send an e-mail to TECOM FM with a brief description of and purpose for the transaction, the dollar amount, and a POC/phone/fax for the receiving organization. The current CCE Budget Analyst is Candy McPeak (784-3083). A TECOM funding request, statement of work (SOW), and other contract documentation are required. Candy can explain the procedure and let you know if she needs additional information. Additionally, a TECOM Financial Management SOP for the Distance Learning Center and the College of Continuing Education (12 December 2002) provides additional guidance. The BOM holds a copy of this SOP.

There are MCDLP and DPMEP budget folders for fiscal years 1999 and after. An Excel spread sheet has been developed to track budget execution. Start a new spreadsheet prior to beginning of each fiscal year, after the spending plan has been developed. Each time a budget transaction is initiated, the funding document should be placed on the left-hand side and the revised budget spreadsheet should be placed on the right-hand side. Reconciliation should occur quarterly to ensure both you and FM have the same numbers.

8006. MARINE CORPS UNIVERSITY FOUNDATION (MCUF) FUNDING. The MCUF supports PME within TECOM through generous funding of programs and projects for which there are no other funds. These programs include the following:

- 1. Visiting Scholars Program
- 2. Battlefield Studies Program

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3. Independent student research for writing assignments

Regional Coordinators must submit their estimate of support for MCUF funding to the CCE Operations Department by the end of September each year. The BOM then determines the total support required and submits an annual funding request to the MCUF. The MCUF SOP (reference [h]) outlines annual budgeting, accounting, and funding request procedures for MCUF support. The BOM holds a copy of the MCUF SOP.

8807. CONTRACT MANAGEMENT. In order to implement the MCDLP and DPMEP throughout the Marine Corps, the CCE must accomplish a tremendous amount of work. CCE tasks generally fall into four broad categories: development of DL products (courseware), delivery of officer DPME seminars/products, fielding of infrastructure, and overall management of both programs. Since the CCE is not staffed to fully accomplish these tasks, significant amounts of work are completed via contracted support.

In many instances, the CCE contracts via governmental agencies that have professional government contracting officers assigned. These contracting agencies assist their government clients and ensure all aspects of their contracting efforts are accomplished according to Federal Acquisition Regulations (FARs). These agencies include three General Services Administration (GSA) organizations - Federal Systems Management office (FEDSIM), Federal Learning Office (FEDLEARN), and General Services Administration - Information Technology Solutions (GSA-ITS). Additionally, the CCE works with two Naval Air Warfare Center (NAWC) organizations, NAWC - Aircraft Division (NAWC-AD) and NAWC - Training Support Division (NAWC-TSD). Defense Business Operating Fund (DBOF) organizations are federal entities that are required to generate revenue for self-sustainment. Both NAWCs have internal contracting and legal support. NAWC-AD (Pax River, Maryland) assists primarily with engineering, technical and program management support, and currently administers the CLS contract with MARCORSYSCOM. NAWC-TSD (Orlando, Florida) assists primarily with the installation of automated electronic classrooms (AECs) and some course development efforts.

The BOM and his staff are responsible for the management of the DPME support contract. This contract is administered by the Regional Contracting Office (East) located in Quantico, Virginia, and provides for Regional Coordinator, adjunct faculty, and other DPMEP support requirements. The responsibility for hiring personnel to staff the satellite campuses and teach seminars is a contracted function. The contracting officer's representative (COR) (normally a Business Operations Department officer) maintains the SOW and contact information necessary for the contractor hired to fulfill the contract. The CCE does **NOT** hire personnel (This would constitute "personal services" and is forbidden by law). To obtain the services of RCs, adjunct faculty, or other support personnel, the COR must work with the contractor providing the services for the DPME seminar support contract and the Contracting Officer (CO). Only a warranted CO can obligate the government or initiate a modification to a contract.

8808. CONTRACTING OFFICER'S REPRESENTATIVE DPME SUPPORT CONTRACT. The DPME support contract is maintained and administered by the CO, Marine Corps Regional Contracting Office, Purchasing and Contracting Branch, Quantico, VA 22134. The CO's telephone number is (703) 784-1924.

The CO has, in turn, appointed a COR and an Assistant COR (ACOR) from the CCE staff.

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1. The duties of the COR and the ACOR on the DPMEP and all CCE contracts are important to the continued success of the CCE. Not all CCE contracts have an ACOR and, on many contracts administered by GSA, the GSA Project Manager serves as COR. The COR functions as the technical representative for the CO in the administration of the contract. Additionally for the DPME contract, the COR or the ACOR must oversee the proficiency of the satellite campuses and staff to ensure that the contractor's performance meets contract requirements. Typically, the COR is an officer from the Business Operations Department and the ACOR is an officer from the Operations Department.
2. The specific responsibilities of the COR and ACOR are covered by NAVSUP INSTRUCTION 4205.3A. Duties in addition to those required by the NAVSUP are as follows:
 - a. Notify the CO, in writing, of any significant deficiencies with respect to contractor performance or other actions that might jeopardize contract performance.
 - b. Provide prompt written notification to the CO if tenure as COR or ACOR is terminated.
 - c. The COR (as well as any other CCE staff member) is not authorized to take any action, either directly or indirectly, that constitutes a change in the pricing, quantity, quality standards, place of performance, delivery schedule, or any other terms and conditions of the contract and may not direct the accomplishment of efforts that would exceed the scope of the contract.
 - d. Control government technical interface with the contractor that relates to the services provided under the contract.
 - e. Maintain a record of duties and distribute such records as applicable. Specifically:
 - (1) Ensure that reports of significant visits or discussions with the contractor are forwarded to the CO for placement in the contract file.
 - (2) Ensure that copies of all technical correspondence are forwarded to the CO for placement in the contract file.
 - f. Promptly furnish documentation on any requests for change, deviation, or waiver (whether generated by the government or the contractor) to the CO for appropriate action.
 - g. In the event of a contract delay, determine the probable cause and make recommendations for appropriate corrective and/or remedial measures to the CO.
 - h. Inspect and accept services, as appropriate.
 - i. Expeditiously review and process contractor's billings and, by signature, indicate reasonable assurance that charges are for services actually performed in a satisfactory manner, are for costs actually incurred, and are allowable under the contract. When

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appropriate, provide written justification to the CO when a recommendation is made for a deduction of the invoiced amount.

- j. Bring situations that have not been covered or that have created a question to the attention of the CO and obtain advice on how to proceed.
3. The BOM/Contract COR keeps the Director, CCE, Deputy Director, Operations Officer, and Dean of Academics aware of the terms, conditions, associated costs, and all other facets of the contract. Continuous liaison with all involved is essential for the success of all contracting efforts.

8809. CONTRACT QUALITY ASSURANCE (CQA) DPME SUPPORT CONTRACT. The BOM is responsible for all CCE contracting efforts. The DPME support contract is an essential vehicle that enables the CCE to provide quality PME to the vast majority of Marine Corps majors and captains. The BOM and Operations Officer work together to ensure the support procured from this contract effectively and efficiently meets CCE requirements. Typically, the BOM manages the contractual requirements and the Operations Officer provides CQA. The Operations Officer assesses the distance education programs and the RCs at each regional campus annually to ensure that the DEPs are being properly administered and that all Marine officers are afforded maximum opportunity to complete required PME.

After-action reports (AARs) from past CQA visits are kept on file in the Operations Department. They should be referred to for information when preparing for upcoming CQA visits. As general guidance, the Operations Department team that conducts a CQA visit will complete the following:

1. Hold an in-call (or office call) with the base or station Chief of Staff (COS) and the principal staff officer assigned responsibility for education aboard the base or station.
2. Interview the RC.
3. Interview adjunct faculty.
4. Interview DEP students and graduates.
5. Tour regional campus facilities.
6. Prepare an AAR for signature by the Director, CCE. A copy of this AAR will be distributed to the contracted service provider and to the CO for file.

CCE Billet Descriptions

APPENDIX A

EXECUTIVE BRANCH

Director CCE (See Chapter 2)

Deputy Director (See Chapter 2)

The Technical Director is the principal technical advisor to the Director of the Marine Corps College of Continuing Education (CCE). Additionally, the Technical Director serves as the chief engineer for the Distance Learning Program (DLP), which falls under the management responsibility of the Program Manager, Training Systems, Marine Corps Systems Command. The Technical Director is responsible for advising the CCE staff and the DL Project Officer on the following issues:

1. Advanced Distributed Learning (ADL) Technology Policy and Strategy. Establish a collaborative relationship with the three ADL co-labs and represent the Marine Corps on Department of Defense (DoD) technical advisory panels, ADL working groups, and technical committees, as required. The Technical Director also recommends adoption of various e-learning standards that emerge from the standards committees.
2. Distance Learning Program Architecture Management (Operational, Technical and System Architecture Views). In the chief engineer role, the Technical Director evaluates technical solutions offered by all supporting government agencies, CCE contractors, and industry solution providers for interoperability with the MarineNet architecture and the Navy/Marine Corps Intranet (NMCI) system environment.
3. Hardware and Software Configuration Management and Standards Conformance. Serve as a member of the DL Program Configuration Control Board (CCB) and evaluate all hardware and software solutions from a cost, schedule, performance, and supportability perspective.
4. Technology Insertion. Stay abreast of advancements in information and training technologies (e.g., Web services, SCORM, electronic performance support, interactive and immersive simulations, software development, human computer interaction, information security) and make recommendations regarding their adoption.
5. Information Security. Serve as the principal advisor on information security. He evaluates the DLP's information assurance posture, which includes monitoring the Information Assurance Vulnerability Assessment (IAVA) program.
6. Interoperability. Seek out and establish working relationships with the technical staffs of the other military services and selected federal agencies regarding MarineNet system interoperability issues.
7. Distributed Learning Research and Independent Technology Assessments. Complete independent technical assessments (including independent government cost estimates) for CCE and PM, Training Systems, technology

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initiatives. Additionally, serve as the Office of Naval Research (ONR) liaison officer for the Director, CCE.

8. Acquisition Support. Serve as a technical advisor for various source selection activities and participate in source selection evaluation boards for the CCE and PM, Training Systems, as required.

The Education Consortium and Accreditation Officer coordinates with TECOM in support of the enlisted professional military education and training (EPMET) initiative. Responsibilities include the following:

1. Coordinate with selected Centers of Excellence for MOS roadmap development, implementation, and assessment.
2. Coordinate support between TECOM, M&RA, MCCS, and Base Education for life-long learning programs that support TECOM's EPMET initiative.
3. Coordinate with the American Council on Education (ACE) to ensure the evaluation and accreditation of CCE DL courses and programs.
4. Submit appropriate courseware and program data to the ACE.
5. Maintain ACE accreditation for CCE's distance training and PME courses and programs.

ACADEMICS DEPARTMENT

Dean of Academics (See Chapter 2)

PME DEP Branch

CSCDEP/EWSDEP Branch Heads

1. In cooperation with CSC/EWS faculty, research, design, develop, implement, and assess CSCDEP/EWSDEP courseware.
2. Work with CSC/EWS faculty to develop and implement faculty development products for the CCE web site and for distribution.
3. Prioritize DEP courseware development.
4. Supervise and assign tasks to the courseware developers and the editor.
5. Produce analysis of course feedback through the CSCDEP/EWSDEP PRB process.
6. Provide technical and practical suggestions and solutions to developing and ongoing program initiatives.

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CSCDEP/EWSDEP Courseware Developers

1. Work with the CSCDEP/EWSDEP program manager and CSC faculty to research, design, develop, implement, and assess courseware for CSCDEP/EWSDEP.
2. Produce an analysis of course feedback through the CSCDEP/EWSDEP PRB process.
3. Provide technical and practical suggestions and solutions to developing and ongoing program initiatives.
4. Maintain currency in joint and service doctrine through research and interaction with appropriate joint and service representatives.

EWS/CSCDEP Editor

1. Provide editorial support to the course developers (e.g., edit program materials, create/edit graphics, reproduce copies of courseware, and other appropriate assistance in courseware development).
2. Edit courseware for both the CSCDEP and the EWSDEP.
3. Provide technical advice on formatting, copyright, and publishing of DEP courseware and associated materials.
4. When directed, assist other CCE departments with courseware editing.
5. Develop and maintain a working relationship with the MCI publishing department.
6. Serve as a technical liaison to the DAPS printing office.

Electronic Courseware Development Branch

The Branch Head, Electronic Courseware Development, oversees all interactive multimedia instruction (IMI) courseware development in support of identified Marine Corps training requirements. He serves as the CCE point of contact for all instructional content matters, including but not limited to policy formulation, priorities determination, target applicability, impact analysis, and feasibility and return of investment studies. Other duties are listed below:

1. Coordinate IMI development through approved government contractors or the MCI.
2. Closely monitor the schedule outlined within the contract performance plan to ensure courseware deliverables are accurate and complete prior to acceptance by the CCE contracting officer's representative (COR).
3. Maintain the CCE courseware style manual.
4. Manage the courseware development budget.
5. Advocate for Marine Corps distance education and training with government, military, and commercial communities.

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The Assistant Electronic Courseware Development Branch Head is responsible for the operation of the Courseware Development Section during the section head's absence and coordinates program managers while ensuring all IMI projects are on schedule. Other duties include the following:

1. Compile all product recommendations submitted by outside organizations.
2. Formulate plans and policies for the evaluation and management of the Marine Corps Learning Management System (LMS) and IMI.
3. Manage courseware life-cycle maintenance.
4. Advocate for Marine Corps distance education and training with government, military, and commercial communities.

The Product/Process Improvement Manager ensures that product/process development is coordinated in a smooth, efficient, and timely manner. She also acts as a program manager. Other duties are as follows:

1. Staff coordination and support. Serve on integrated product teams (IPTs) to develop policy concerning Marine Corps distance learning processes and procedures. Work with CCE Program Management to achieve greater familiarity with details on high visibility events (e.g., CCE fielding, program milestones) and elements involving or impacting program costs and budgets.
2. Serve on Marine Corps and interservice teams to integrate distance learning within the Marine Corps and DoD-wide. Coordinate with MCCDC, Headquarters Marine Corps, and DoD to prepare and implement distance learning policies and programs.
3. Plan and coordinate distance learning training. Develop evaluation tools and assessment strategies for IMI and VTT-delivered instruction. Research new products, state-of-the-art tools, and methodologies for distance learning instruction and evaluation.
4. Test Support and metrics. Support the CCE PM teams with user testing and validation requirements. Continuously improve and document testing procedures and processes for formative and summative evaluation metrics collection. Coordinate with the program metrics team to align program level and internal data collection processes, procedures, and outputs.

The Courseware Development Team Leader serves as a project manager for the development of assigned distance learning products and is responsible for customer-vendor relations, including the following:

1. Statement of work (SOW)
2. Source selection
3. In-progress review (IPR) organization (correspondence)
4. Government-furnished information
5. User testing organization deliverables review, agenda, and location/time

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The Courseware Development Team Member is an instructional system specialist who is responsible for the following customer-vendor relations activities:

1. Needs analysis, learner analysis, and context analysis
2. Media feasibility study
3. Instructional analysis
4. Instructional portion of the SOW
5. Source selection
6. Formative evaluation, deliverables review, and user testing analysis

The Emerging Technology Officer conducts independent research on the latest technological hardware and software advances within the computer industry that could have a positive impact within the distance learning environment. The general responsibilities of this position include the following:

1. Help the Director, CCE, to identify and implement advanced instructional technologies and associated architecture in support of total-force distance learning.
2. Maintain liaison within the DOD and civilian organizations on all matters pertaining to multimedia-based instructional technologies.
3. Develop strategies for implementing and delivering instructionally sound multimedia-based course material.

Academic Support Branch

The Education and Training Program Specialist, is primarily responsible for the CCE Faculty Development Program in support of the CSCDEP and EWSDEP. Additional duties are as follows:

1. Provide technical and procedural advice and assistance to the Dean of Academics on educational issues affecting the administration and accreditation of CCE distance training and PME courses and programs.
2. Coordinate with the ACE to ensure the CCE requests ACE evaluation of courses and programs, submits appropriate course and program data to the ACE, and maintains ACE accreditation for its distance training and PME courses and programs.
3. Coordinate with the joint chief of staff (J-7) for the PAJE of its CSCDEP JPME level-one courses and program.
4. Develop and submit an institutional self-study of the CSCDEP with appropriate course and program data and maintain accreditation policies and procedures for the CSCDEP JPME courses and program.
5. Coordinate the CCE PRB process with internal and external agencies.

Project Officer

1. Support the ACE effort to ensure the CCE requests ACE evaluation of courses and programs, submits appropriate course and program data to the ACE, and maintains ACE accreditation for its distance training and PME courses and programs.

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2. Manage and coordinate the CCE Faculty Development Program for the CSCDEP and EWSDEP.
3. Plan, develop, and execute the CCE POA&M for PAJE.
4. Produce and coordinate the CCE self-study.

BUSINESS OPERATIONS AND ADMINISTRATION DEPARTMENT

Business Operations Manager (BOM) (See Chapter 2)

The Administration Chief is responsible for direct support of all CCE administrative and operational matters. Activities include the generation and maintenance of the CCE database, TAD travel orders and claims, and the following:

1. Monitor the quarterly travel, Subject Matter Expert (SME), and maintenance and supply budget.
2. Schedule CCE resources (e.g., conference room, projections system).
3. Track TECOM taskers using routing sheets.
4. Submit security clearance packages to the TECOM Security Officer.
5. Schedule, track, and report CCE military members for annual training requirements.

The Secretary provides direct support to the Director, Deputy Director, and Administration Officer on all administrative matters. The secretary's responsibilities are as follows:

1. Greet all personnel who visit the CCE.
2. Arrange travel for both the Director and Deputy Director.
3. Monitor scheduling of the conference rooms.
4. Conduct daily mail runs.
5. Communicate regularly with Omega travel regarding travel for all members of the CCE.

The Customer Outreach/Marketing Coordinator implements the outreach/marketing campaign outlined in chapter 1. In addition, he is responsible for the following:

1. Develop a CCE customer outreach/marketing plan to introduce Marines to the training and education opportunities provided by the CCE. These opportunities include electronic training courses, distance professional military education programs and seminars, and VTT courses.
2. Plan marketing efforts to take place prior to course publication dates.
3. Focus advertising efforts on media that reach the largest possible audience, including Marine installation daily bulletin message

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transmissions, the *Marine Corps Gazette*, the *Marine Times*, *MARINES*, the *Quantico Sentry*, *Government Computer News*, and so forth.

4. Schedule and execute visits to selected Marine Corps bases and stations to introduce Marine leaders and Marines to CCE programs, courses, and facilities.
5. Serve as the primary CCE point of contact for the coordination of all outreach activities with the Regional Coordinators and Operation and Training (O&T) staffs at selected Marine Corps bases and stations.
6. Coordinate the publication of appropriate articles and advertisements in selected Marine Corps-related periodicals, including the quarterly CCE newsletter.
7. Help Marine Corps bases and stations to develop site-specific marketing strategies.
8. Serve as the CCE public affairs representative and command historian.

OPERATIONS DEPARTMENT

Operations Officer (See Chapter 2)

Courseware Delivery Section

The Learning Management System and Network Operations Officer is responsible for the development, operation, and management of the Learning Management System (LMS), MarineNet. Additional duties include the following:

1. Perform detailed analysis and evaluation of instructional technologies (including return-on-investment, configuration management, improvement of human performance standards, training management, and educational relevance studies).
2. Provide database management for all required reports.
3. Liaise with the Distance Learning Network Operations Center on all LMS support issues.
4. Maintain the CCE standard operating procedures (SOP).

The PMEDEP Student Support Officer coordinates EWSDEP and CSCDEP delivery. In addition, his duties include the following:

1. Plan, coordinate, and execute the Faculty Development Symposium.
2. Process requests for equivalent course credit and DEP enrollment waivers.
3. Process requests for PME progress letters.
4. Answer all student support questions regarding the EWSDEP and CSCDEP issues covered in the current MCU catalog, the CCE SOP, and MCO 1553.4A.
5. Liaise with the MCI registrar on all student support issues (grade recording,

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enrollments, diplomas, student database management and development).

The Student Support Assistant reports to the Student Support Officer on all student support issues. Additional duties include the following:

1. Generate diplomas for AWSDEP and CSCDEP graduates.
2. Answer questions or queries regarding the distance learning program.
3. Assist in directing student queries for assistance with waiver and equivalency requests.
4. Maintain a graduate database and filing system for each program.
5. Liaise with the MCI on all student enrollment issues and grade reporting.
6. Coordinate with the Army War College Distance Education Program and support Marine students who are enrolled in the program.
7. Compile weekly grade reports and submit to MCI.
8. Maintain a CD library of all Distance Education Programs.
9. Collect and maintain statistical data for all Distance Education Programs.

Infrastructure Section

The Infrastructure Officer is responsible for infrastructure fielding and maintenance, including site identification, site surveys, site installation plans, and installations of learning resource centers (LRCs), automated electronic classrooms (AECs), deployable learning resource centers (DLRCs), video teletraining (VTT), and content delivery network (CDN) application servers throughout the Marine Corps.

1. Assist with program liaison to the Marine Corps Network Operations and Security Command (MCNOSC) for firewall exemptions, secure socket layer (SSL) certificates, and security-related matters.
2. Provide technical assistance in all MCDLP areas and projects .
3. Serve on the TECOM Information Technology Management Advisory Board (ITMAB), the CCE Configuration Control Board (CCB), and the Interservice/Industry Training, Simulation and Education (IITSEC) simulation subcommittee.

The Video Teletraining Coordinator is responsible for all aspects of the Marine Corps Satellite Education Network (MCSEN), including identifying, surveying, and fielding potential future VTT sites. Other duties are as follows:

1. Ensure the scheduling and execution of VTTs are carried out smoothly by coordinating closely with requesting sites and the bridges supporting the MCSEN.
2. Manage VTT support staff to ensure that sufficient personnel are on hand

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where needed to adequately support the 27 MCSEN VTT sites.

3. Oversee the VTT contract, working closely with Navy representatives to ensure that Marine Corps and MCSEN interests are addressed.

INSTITUTIONAL EFFECTIVENESS/INSTITUTIONAL RESEARCH DEPARTMENT

IE/IR Officer (See Chapter 2)

CSCDEP Equivalency Credit
APPENDIX B

COURSE

EQUIVALENCY

Prior to 1 October 2002

EWTG PAC & LANT	8805
MSTP	8805
ALOC (2-99 and PRIOR)	8802, 8803, 8805
ALOC (1-00 and AFTER)	8805
NPS NW 3230 Strategy and Policy	8801
NPS NW 3210 National Security Decision-Making	8802
NPS NW 3220 Joint Maritime Operations	8803

*No CSCDEP equivalent credit given for Joint Logistics Officer Course

After 1 October 2002

NPS NW 3230 Strategy and Policy	8801
NPS NW 3210 National Security Decision-Making	8802
NPS NW 3220 Joint Maritime Operations	8803

*No CSCDEP equivalent credit given for Joint Logistics Officer Course

EWTG = Expeditionary Warfare Training Group
MSTP = MAGTF Staff Training Program
ALOC = Advanced Logistics Officer Course
NPS = Naval Postgraduate School

8801 = Theory and Nature of War
8802 = Strategic Level of War
8803 = Operational Level of War
8805 = Marine Corps Planning Process

CCE Satellite Campus Locations
APPENDIX C

MCB Camp Lejeune	
Regional Coordinator:	Mr. James Wheeler
AOR:	Camp Lejeune, New River, Cherry Point, NC; Norfolk, Little Creek, VA; Beaufort, Parris Island, SC
Address:	Commanding General Base Ed Center (Attn.: Mr. Wheeler) MCB, PSC Box 20004 Camp Lejeune, NC 28542-0004
MCB Camp Pendleton	
Regional Coordinator:	Mr. Jeffrey Willis
AOR:	Camp Pendleton, Barstow, Bridgeport, 29 Palms, CA
Address:	Mr. Jeffrey Willis 3266 Staghorn Court Fallbrook, CA 92028
MCB Hawaii	
Regional Coordinator:	Mr. William Peoples
AOR:	Kaneohe, Camp Smith, MCBH, HI
Address:	Regional Coordinator, CCE, MCU (Attn.: Mr. Peoples) P.O. Box 63078 MCBH Kaneohe Bay, HI 96873-3078
MCAS Miramar	
Regional Coordinator:	Mr. Gary Dahl
AOR:	Miramar, MCRD, San Diego, NPS, CA; Yuma, AZ
Address:	CCE, MCU Attn.: Mr. Gary Dahl MCAS Miramar Box 45211 San Diego, CA 92145-0211
MCAS Okinawa	
Regional Coordinator:	Mr. James P. Hopkins
AOR:	Okinawa, Iwakuni, Camp Fuji Japan; MARFOR, Korea
Address:	Mr. James P. Hopkins PSC 557, Box 2386 4267 Plaza Camp Foster, Okinawa FPO AP 96379-2386

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NAS Pensacola	
Regional Coordinator: Mr. Arthur Adkins	
AOR:	Pensacola, NAS Whiting Field, FL; SouthCom, Miami FL; CentCom, Tampa FL; NAS Kingsville, TX; MATSG Corpus Christi, TX; MCLB Albany, GA
Address:	Mr. Arthur Adkins 316 Fern Point Lane Pensacola, FL 32508
MCB Quantico	
Regional Coordinator: Mr. Andrew Peters	
AOR:	Quantico, VA; Washington DC area; U.S. Naval Academy; Patuxent River
Address:	CG CCE/C468CCE (Attn.: Mr. Peters) TECOM 3300 Russell Rd. Quantico, VA 22134

Learning Resource Center Locations

APPENDIX D

MCB Camp Lejeune, NC	
Base Library LRC West Rd., Bldg. 1220 (910) 451-6760	Camp Johnson Harlem Dr., Bldg. M 402 (910) 450-1400
French Creek Gonzalez Blvd., Bldg. FC330 (910) 451-1447	Camp Geiger B St. 3rd Deck, Bldg. G920 (910) 449-2047
Stone Bay Range Rd., Bldg. RR-4 R132 (910) 450-2582	
MCAS New River, NC	
HQ Area Bancroft St., Bldg. AS213 (910) 449-6737	Exchange Area, E-Club Schmidt St., Bldg. AS4038 (910) 449-6728
MCB Camp Pendleton, CA	
Camp San Onofre Bldg. 520512, Room 10 (760) 763-0120	Camp Del Mar Bldg. 210725 (760) 763-0118
Camp Margarita Bldg. 33524 (760) 763-3065	Camp Horno Bldg. 53523 (760) 763-3258
Camp Edson Range Bldg. 31604 (760) 763-3259	Mainside/FSSG Bldg. 14125 (760) 763-4964
Camp Chappo Bldg. 22181 (760) 763-5035	Camp Las Pulgas Bldg. 430406 (760) 763-1908
Camp Mateo Bldg. 62330	Camp Las Flores Bldg. 41342
MCB Quantico, VA	
MCB Quantico 2006 Hawkins Ave., 3rd Floor (703) 784-4288 DSN 278-4288	
MAGTF 29 Palms, CA	
29 Palms South End Bldg. 1527 (760) 830-7141 Ext. 246	
Marine Barracks, Washington, DC	
MCI Washington Navy Yard Bldg. 220, Room 212	

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MCAS Cherry Point, NC	
Training & Education Center C St., Bldg. 4035 (252) 466-7190	
MARFORRES New Orleans, LA	
Bldg. 601 (504) 678-4411	
MCB Hawaii	
Kaneohe Bay Bldg. 221, Room 108 (808) 257-8724	
MCRD San Diego, CA	
4025 Tripoli Ave., Bldg. 111 (619) 524-4275	
MCAS Iwakuni	
Bldg. 360 HQ Area	Bldg. 1400 MAG-12 Area
MCB Camp Butler, Okinawa	
Camp Foster Bldg. 5679 Library 5679, First Deck Camp Schwab Bldg. 3429, Room 213 Library/Education Center	Camp Kinser Bldg. 1220E, Room 119 Education Center
MCAS Yuma, AZ	
Bldg. 328 West (928) 269-2680	
MWTC Bridgeport, CA	
Bldg. 2002, Second Deck (760) 932-7761, Ext. 932-8789	
MARDET Corry Station, Pensacola, FL	
Bldg. 3782, Room 124	
MATSG-21, Pensacola, FL	
Bldg. 18, Room 214	
MCAS Beaufort, SC	
Bldg. 703, Room 121	
Fort Leonard Wood, MO	
Bldg. 1760, Room AEC Bldg. 1721, Room AEC (573) 596-0131, Ext. 63304	

Automated Electronic Classrooms
APPENDIX E

	Building	Room
MCCES, 29 Palms, B Co	1761	111
MCCES, 29 Palms, B Co	1761	101
MCCES, 29 Palms, D Co	1757	107
MCCSSS, Camp Johnson, IMS East	420	D
MCCSSS, Camp Johnson, IMS East	420	NA
MCCSSS, Camp Johnson, PA School	219	NA
Camp Pendleton, AAV School	210567	18
Camp Pendleton, IMS West	16142	NA
Camp Pendleton, SOI West	520591	107
Ft. Leonard Wood, MARCORDET	1721	IPS
Ft. Leonard Wood, MARCORDET	1760	IPS
NMITC, Dam Neck	420	C165
Quantico, EWS	Geiger Hall	2
Quantico, EWS	Geiger Hall	AEC
Quantico, WTBN	27281	5
Quantico, CCSS	2085	2
Quantico, MCU	2076	NA
Quantico, SNCO Academy	3080	CR2 lab
Quantico, TBS	IOC	Classroom

Marine Corps Satellite Education Network Locations
APPENDIX F

Camp Lejeune	(3)	MCLB Albany	(1)
Camp Pendleton	(2)	K-Bay, HI	(1)
MCB Quantico	(4)	MCB 29 Palms	(2)
MCAS Miramar	(1)	MCAS Cherry Point	(1)
MCAS Beaufort	(1)	MCAS Yuma	(1)
Camp Foster	(1)	MCAS Iwakuni	(1)
Camp Courtney	(1)	Camp Kinser	(1)
Camp Schwab	(1)	Henderson Hall	(1)
MCRD San Diego	(1)	MCRD Parris Island	(1)
MCLB Barstow	(1)	MCI Washington Naval Yard	(1)
Dam Neck, Virginia (Bridge)		San Diego (Bridge)	

CCE Mission Essential Tasks

APPENDIX G

<u>Priority</u>	<u>METL Description</u>
1	Determine distance learning requirements.
2	Develop distance learning courses.
3	Deliver distance learning courses.
4	Support distance learning students.
5	Develop staff and faculty.
6	Maintain distance learning courses.
7	Manage distance learning infrastructure.
8	Conduct institutional effectiveness and institutional research.
9	Serve as USMC resource sponsor for distance Learning.
10	erve as USMC advocate for distance learning.
11	Recommend distance learning policy.

GLOSSARY OF ACRONYMS

APPENDIX H

AAR	After-Action Report
ACE	American Council on Education
ACOR	Assistant Contracting Officer's Representative
ADL	Advanced Distributed Learning
ADPE	Automated Data Processing Equipment
ADSW	Active Duty Special Work
AEC	Automated Electronic Classroom
ALOC	Advanced Logistics Officer Course
AOR	Area of Responsibility
ATB	Aviation Training Branch
AWS	Amphibious Warfare School
AWSDEP	Amphibious Warfare School Distance Education Program
BOM	Business Operations Manager
CCB	Configuration Control Board
CCE	College of Continuing Education
CCRB	Course Content Review Board
CCSC	Command and Control Systems Course
CDN	Content Delivery Network
CG	Commanding General
CJCS	Chairman of the Joint Chiefs of Staff
CLS	Career Level School; Contract Logistic Support
CMC	Commandant of the Marine Corps
CMR	Consolidated Maintenance Report
CO	Commanding Officer, Contracting Officer
COE	Centers of Excellence
COMNAVPHIBGRU	U.S. Navy Amphibious Group
CONUS	Continental United States
COR	Contracting Officer's Representative
COS	Chief of Staff
CQA	Contract Quality Assurance
CSC	Command and Staff College
CSCDEP	Command and Staff College Distance Education Program
CWD	Courseware Development Section
DBOF	Defense Business Operating Fund
DE	Distance Education
DEP	Distance Education Program
DL	Distance Learning
DLB	Distance Learning Branch, MCCDC
DLRC	Deployable Learning Resource Center
DMDC	Defense Manpower Data Center
DOD	Department of Defense
DRMO	Defense Reutilization Management Officer
DSSC	Direct Support Stock Control
E/COP	Edumarketing/Customer Outreach Program
EDCOM	Marine Corps Education Command
EPMET	Enlisted Professional Military Education and Training
EWTG	Expeditionary Warfare Training Group
FAR	Federal Acquisition Regulations
FD	Faculty Development
FEDLEARN	Federal Learning Office
FEDSIM	Federal Systems Management Office

FM	Financial Management
FMS	Foreign Military Sales
GRC	Gray Research Center
GS	Government Service
GSA	Government Services Administration
GTB	Ground Training Branch
HQMC	Headquarters Marine Corps
IAVA	Information Assurance Vulnerability Assessment
IDLC	Installation Distance Learning Coordinator
IE	Institutional Effectiveness
IITSEC	Interservice/Industry Training, Simulation and Education
ILS	Intermediate-Level School
IMA	Individual Mobilization Augmentee
IMI	Interactive Multimedia Instruction
IPC	Instructor Preparation Center
IPR	In-Progress Review
IPT	Integrated Product Team
IR	Institutional Research
ISC	Information Systems Coordinator
ITMAB	Information Technology Management Advisory Board
ITP	Interservice Training Partnership
ITS	Information Technology Solutions
JCS	Joint Chiefs of Staff
JEB	Joint Education Branch
JKDDC	Joint Knowledge Development and Distribution Capability
JOPEs	Joint Operation Planning and Execution System
JPME	Joint Professional Military Education
LAN	Local Area Network
LMS	Learning Management System
LOA	Letter of Appreciation
LRC	Learning Resource Center
MAGTF	Marine Air-Ground Task Force
MAN	Metropolitan Area Network
MARCORSYSCOM	Marine Corps Systems Command
MARFORRES	Marine Forces Reserve
MCCDC	Marine Corps Combat Development Command
MCDLP	Marine Corps Distance Learning Program
MCI	Marine Corps Institute
MCIAIS	Marine Corps Institute Automated Information System
MCNOSC	Marine Corps Network Operations and Security Command
MCPPI	Marine Corps Planning Process
MCRC	Marine Corps Research Center
MCSEN	Marine Corps Satellite Education Network
MCTFS	Marine Corps Total Force System
MCU	Marine Corps University
MCUF	Marine Corps University Foundation
MCWAR	Marine Corps War College
MECC	Military Education Coordinating Council
MEU	Marine Expeditionary Unit
MEU(SOC)	Marine Expeditionary Unit (Special Operations Capable)
MOU	Memorandum of Understanding
MROC	Marine Corps Requirements Oversight Council
MSTP	MAGTF Staff Training Program
NAVAIR	Naval Air Systems Command
NAWC	Naval Air Warfare Center
NAWC-AD	Naval Air Warfare Center - Aircraft Division
NAWC-TSD	Naval Air Warfare Center - Training Support Division

NMCI	Navy/Marine Corps Intranet
NOC	MarineNet Network Operations Center
NPS	Naval Postgraduate School
O&M	Operations and Maintenance
ONR	Office of Naval Research
OOTW	Operations Other Than War
OPSPONSOR	Operational Sponsor
OSD	Office of the Secretary of Defense
O&T	Operation and Training
PAJE	Process for Accreditation of Joint Education
PAO	Public Affairs Officer
PEG	Program Evaluation Group
POA&M	Plan of Action and Milestones
POI	Program of Instruction
POM	Program Objective Memorandum
PJE	Program for Joint Education
PMC	Procurement Marine Corps
PME	Professional Military Education
P&R	Programs & Resources
PR	Program Review
PRB	Program Review Board
RA	Reserve Affairs
RAM	Reserve Affairs Manpower
RC	Regional Coordinator
RO	Reviewing Officer
RSU	Reserve Support Unit
SAER	Statistical Analysis of Exams and Reports
SAW	School of Advanced Warfighting
SCETC	Security Cooperation Education and Training Center
SCRD	Special Communications Requirement Division
SEP	Special Education Personnel
SME	Subject Matter Expert
SLS	Senior-Level School
SOP	Standard Operating Procedure
SOW	Statement of Work
SPEB	Student Program Evaluation Board
SSL	Secure Socket Level
SYSCOM	Marine Corps Systems Command
TAD	Temporary Assigned Duty
TBS	The Basic School
TCPSWG	Training and Education Course/Product Selection Working Group
TECOE	Training and Education Centers of Excellence
TECOM	Training and Education Command
TEMI	Training and Education Modernization Initiative
TFALAT	Total Force Advanced Learning Action Team
T/O	Table of Organization
TRASYS	Marine Corps Training Systems Command
TRNGCMD	Marine Corps Training Command
VTT	Video Teletraining
WAFSKIP	Warfighting Skills Program
WAN	Wide Area Network